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ABSTRACT

The document is second in a series which examines actual and potential contributions of psychology toward solving problems of the world's schools. Written by school psychologists from 15 countries, this volume describes ways in which psychology is applied in the author's country, traces the background of school psychological services, reviews the training of psychological personnel, and predicts future needs in school psychology. The document discusses improvements since 1975 in communication among school psychologists from around the world. Information is presented on school psychology in Ireland, Belgium, Western Germany, Switzerland, Turkey, Iran, Israel, Egypt, South Africa, India, the United States, Mexico, Puerto Rico, Panama, and Czechoslovakia. Topics discussed include: the relationship of educational guidance to special education, vocational training, and in-service teacher education; the application of psychological principles in socialist schools; promotion of school psychology services by psychologists in developing nations; and financial resources for school psychology services. Notes on contributors and charts summarizing school psychology information by country are included. (Author/DB)

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PSYCHOLOGY IN THE SCHOOLS

INTERNATIONAL PERSPECTIVE - Vol. 2

SP 010 560

Calvin D. Catterall, Ph.D.
EDITOR

Chairman, International School Psychology Steering Committee

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FOREWARD TO VOLUME II

THE CONTINUED NEED FOR COMMUNICATION

As Volume II is being prepared, the International School Psychology (ISP) committee is making plans for the Second International Colloquium in School Psychology to be held from August 14-19, 1977 in Helsingør, Denmark. The theme of this international meeting is "Child Rearing and Educational Practices: Interaction on Personality Development."

There has been a marked improvement in international communication in the field of School Psychology since this time two years ago when plans were being made for the First Colloquium. It has been even more dramatic since Vol. I of this series came out about a year ago. The number of people who have taken the time to write, to become Individual Affiliates, and to involve themselves in International School Psychology activities have all increased significantly. Greater numbers of people have participated in several Traveling Seminars, either as direct participants or as host-professionals, discussing their work with these groups as they pass through their communities. The ISP Newsletter WORLD-GO-ROUND continues to go out all over the world and serve as one of the major links holding ISP together. Volume I has been well received and has helped some people who were not involved , to become so. A wider range of people have requested help from Project SHARE and either have entertained or been entertained by school psychologists from other parts of the world. More and more people are turning to ISP to seek service opportunities or employment in other countries. Announcements of the work of ISP have been sent out to increasingly large numbers of professionals throughout the world. There is much to be proud of as increasingly larger numbers of people develop a heightened sense of a unified, professional, international communication network within the specialty of School Psychology.

Although progress has unquestionably been made, we still have a long way to go. Large numbers of psychologists struggling to assist in the educational process in school systems throughout the world either do not know of the existence of the international movement or have chosen not to identify with it. There are many regional and national organizations of psychologists (even some serving primarily those psychologists working

in the schools) which have not corresponded with the committee. Even more critical, there are countries in many sections of the world with major educational problems who have not taken advantage of the contributions of modern psychology to help alleviate or solve some of these problems.

Since communication is a two-way process, it is well for those of us who are committed to the critical importance of improved international communication to try to understand why there are individuals, organizations, and even whole nations who are not responding to our requests for help or are not seeking our services. It would be helpful to understand, and even more important, to try to do something to improve the communication gap. An attempt has been made to define some of the problems and some proposed solutions in the paragraphs that follow. As you read this section, you are encouraged to identify specific ways that you can help.

Problems and Possible Solutions for Involving More Individual Psychologists

Problem: Many psychologists in the schools around the world are still not aware of the work of International School Psychology.

Possible solutions: Those who are interested can do a lot to help us become better known as they travel and correspond throughout the world. We need to contact a larger percentage of people at the local level. We have relied too heavily on working through national organizations to become known to individual psychologists.

Problem: Large numbers of psychologists entering the profession each year from training programs and from related professions do not know about the national or international organizations.

Possible solutions: We need to work more closely with training programs and trainers to encourage them to help students become aware of the international movement and to use the PSYCHOLOGY IN THE SCHOOLS IN INTERNATIONAL PERSPECTIVE in their training program.

Problem: Some psychologists spend all of their energy in trying to do a good job in their local situation and do not see the value in international communication for helping them to be more effective.

Possible solutions: The main contribution that an international understanding can give the local practicing psychologist is to begin to see

that the way the schools are organized, who they serve, who they identify as needing help, and how psychologists will be used in these schools is very much influenced by the total cultural setting. Until the individual psychologist adds this cultural perspective to his or her work, they will have trouble understanding the total situation and will find it difficult to identify ways to change the situation so they can be more effective. This series of books is designed to show a variety of ways in which psychological information and techniques can be applied to practical problems within the school. Although different cultures share common educational problems, the different ways in which those problems are approached should give psychologists new insights into practical solutions for the problems in their own setting.

Problem: Some psychologists, although somewhat interested, feel that internationalism is too remote, too impersonal, too intangible to be of value.

Possible solutions: We need to increase the amount of personal contact between individual school psychologists from different parts of the world through personal visitations, through increased participation in traveling seminars, and through presentations at national/international conferences. We need to set up ISP contact people in all of the major areas of the world to facilitate this process.

Problem: Some psychologists equate internationalism with a superficial interest in traveling, which they do not feel they can afford or which does not interest them.

Possible Solutions: Although there is obviously a relationship between traveling and internationalism in a profession, the opportunity to travel is not the whole story. Those who do travel need to be helped to move on beyond the initial "Tourism" into the realm of helping to improve the flow of meaningful information across international boundaries. Getting there is only half the fun; helping both the host and the guest to attain new understandings or techniques is where the real thrill of internationalism comes in.

Problem: Some psychologists who are interested in becoming involved cannot do so because of monetary or other restrictions within their country and/or language problems, since most of the work of

ISP is carried out in English.

Possible solutions: We need to find ways of getting more and more of the material coming out from ISP translated into different languages. We also need to build up a network of people in ISP who can receive, translate, and transmit letters coming in from school psychologists all over the world, in languages other than English.

Problem: Some psychologists feel they have little to offer school personnel in other parts of the world; they may feel that their own problems or approaches are unique or that international communication is already so well developed that they have nothing to offer.

Possible solutions: We need to stress the need for multiple models of delivering psychological services to the schools. Each has something to offer both in the area of ideas and in the area of personal support for others who are facing similar problems. Although communication across international boundaries is steadily improving, we must all work together to get it to the point where the flow of ideas will be reflected in improved psychological services to students everywhere.

Problems and Possible Solutions for Involving Psychological Organizations

Problem: Some local/national organizations serving psychologists (either all kinds or just those working in the schools) are essentially strong but are focusing all of their energies on local problems and issues. Some are vigorously fighting for recognition and action at the local level and do not want to "dilute" this effort with work on the international front.

Possible solutions: We need to encourage individual members within those organizations to communicate with and encourage the leadership to establish a specific liaison person between that organization and ISP. These organizations need to see the advantages to the total profession for them to share their strengths and successes with other organizations. We need to get more input into the annual meetings and formal structure of the local/national groups. ISP encourages (and tries not to compete with) local strength, which is where the help for school psychology must ultimately come.

Problem: Once again, some of these organizations are unaware of

the International School Psychology movement, or are not sure how they can relate to it.

Possible solutions: We need to encourage individual affiliates all over the world to help us build awareness of the existence and potential contribution of the international movement in School Psychology. There are lots of legitimate concerns to which these local/national groups can address themselves. They will ordinarily not get too involved until they are specifically urged to do so by their constituent members.

Problem: Some local groups are just getting organized or have never been able to gain a great deal of strength and so do not want to take on additional responsibilities by committing themselves to internationalism.

Possible solutions: We need to think through more carefully what kinds of help ISP can give to local organizations and more systematically make it available to them. In some instances recognition from an international body is helpful in getting recognition and support at the local level. In other instances, practical solutions worked out in one area can be transferred and utilized in another area; what is needed is a clear description of the problem and a retrieval/referral service which will enable individuals in the international communication network to provide helpful consultative services on the problem at hand. In this complicated age, almost everyone in a profession should be able to profit from identification and active involvement in a strong professional organization at both the national and international level.

Problem: Some local/national groups do not think that they have anything to offer school psychologists in other parts of the world.

Possible solution: Although most of us do feel that we have unique aspects of our program which would be helpful elsewhere, we need to find more systematic ways of helping to channel these ideas across international boundaries in such a way that they will help solve educational problems in other settings.

Problems and Possible Solutions for Encouraging Nations to Enable Students To Profit More from Their Education Through the Use of School Psychology

Problem: Although school psychology has been traditionally associated with the countries with strong financial and human resources,

there are increasing numbers of countries with these resources who have not started to use psychologists to help them attack their educational problems.

Possible solutions: In some cases these countries have never been shown practical models for introducing psychologists into the schools. The current series of books is designed to help out in this regard. It is still possible, however, that some educational/cultural problems are so unique that no existing model of service will meet their needs. In addition to showing the decision-makers in various countries how to make better use of the behavioral science of school psychology, we need to help them make a commitment to improved services for their schools through this and other channels. Communication and encouragement from professionals in other countries would be extremely helpful.

Problem: Some countries have the desire (and possibly the financial resources) to initiate the use of school psychological services but do not have the trained, human resources to carry this out.

Possible Solutions: In some instances ISP can serve as a clearinghouse for trained personnel who would be willing to work in another country, either temporarily or permanently. In other instances the newly-formed International Task Force for Trainers of School Psychology could be utilized to help provide practical, efficient training models to be used in these settings. There is certainly a wide variety of training models that have worked and can be applied to many settings.

Problem: Some countries have the desire (and possibly the trained personnel) but do not have the financial resources to initiate school psychological services.

Possible solutions: Consultation across national boundaries is possible. Almost every country should be able to afford at least one well-trained school psychologist at the national-decision-making level who should be charged with the responsibility of planning for and initiating sound psychological practices within that country's educational system. Opportunities for helping existing psychologists from within these countries get advanced training in the use of applied psychology in the schools both at home and abroad can be facilitated by an international communication network.

Problem: Some countries would respond better to a more formal approach than the one which has been used by ISP.

Possible solutions: We need to learn to work more closely through international organizations such as the United Nations and through Ambassadorial channels to help these countries see the advantages of and begin to utilize sound psychological services in their schools.

Needless to say, unless all of this international communication helps to improve the delivery of services to a larger number of individual students and individual school systems throughout the world, it will have missed its mark. The reader of this series is strongly encouraged to assess his/her own personal strengths to make a personal commitment and contribution toward improved international communication in the most effective way possible.

The Contents of Volume II

As indicated, Volume II of this series continues with the previously established format of asking, insofar as possible, practicing psychologists in various countries of the world to briefly describe the "state of the art" of the application of psychological principles to improve the educational program of their country. They were all asked to briefly describe the factors influencing the introduction of such services into their schools, the ways that psychologically-trained personnel are currently being used, and projections about the needs for psychologists in their country over the next 10 years. As before, a wide variety of models are presented coming from countries on a wide continuum of development in their use of this specialty with no attempt to include just those considered "best" by the Editor or to evaluate the programs described. This is in line with the major objectives of ISP, which is to encourage wide communication and exploration to find better ways of using psychologists in the schools to improve the total educational program.

Adding to the description of the "state of the art" in Northern Europe provided in Vol. I with its chapters on programs in Norway, Sweden, Denmark, and Great Britain, Vol. II has chapters on Ireland and Belgium. Torlach O'Conner, one of the leading Educational Psychologists in Ireland, describes the on-going work in that country. Most of the Educational

Psychologists are hired by either the national Department of Education or by some of the Vocational High Schools; they work as consultants to teachers and counselors to provide in-service training , as well as to do individual diagnostic work. There is relatively little connection between their work and special education.

The picture in Belgium is presented by Henri Arenstein, who has trained and worked in three cultures (Belgium, Mexico, and Canada). School Psychologists work in service centers which are separate from the schools. Working out of these centers, they perform psychometric services for school-age pupils, provide consultation and direct service on group testing, and consult with teachers and parents. This country also has a strong group of Vocational Guidance Counselors who work at both the elementary and secondary schools to help students make meaningful vocational/career decisions.

Adding to the description of School Psychology in Western Germany in Vol. I, this book has the first contribution from an Eastern European country. Ján Hvozdík provides a very interesting description of how School Psychologists are used primarily in Regional Offices (but also experimentally in selected individual schools) to help develop and work through the aims of a socialist school system. Their work provides individual testing both for "problem" and normally-developing students, working through direct consultation and investigative/research on school-wide mental health problems, as well as being responsible for trying to improve the level of psychological information and sophistication of teachers, students, and parents. Thus a strong trend can be seen to be developing in trying to spread the effectiveness of the Psychologist in the socialist school beyond the one-to-one relationship, throughout the whole school environment.

To the picture previously described about Austria, we now add a description of Educational Guidance and School Psychology in Switzerland. In a country with three major language/ethnic groups and a strong feeling for the right of an individual to do what he or she feels best, it has been extremely difficult for Rolf von Felten (with the aid of Sibille Uebelmann) to accurately describe the actual work going on in this country despite its compact size and highly-developed communication system.

One extreme position has some school psychologists functioning almost as assistant physicians. In general, however, the focus is on providing some therapy, but primarily counseling support for individual, older youths. Attempts to come to some consensus about what the role should be (or even is) has led to some very healthy discussions in this extremely dynamic country.

Moving South and a little East, Necla Oner presents the results obtained from a nationwide survey in her native Turkey on the past, present, and future roles of psychologists in the schools of this country (which in so many ways represents a bridge between Europe and Asia). From the survey, one concludes that psychological services are just getting started and that currently the major emphases are on counseling and therapy, testing and assessment, and broad-ranged guidance services.

Slightly into the Middle-East, Ghassam Ghazi describes the use of Psychology in the Schools of Iran. There are virtually no School Psychologists; Guidance Counselors are used rather extensively and seek to develop a wider range of abilities in children and youth. The emotionally disturbed and mentally retarded usually pass through the Counseling Centers but are referred on to existing special classes and programs.

Moving South again, Avner Ziv, a member of the ISP Steering Committee, relates how School Psychologists (one of the most sought-after professionals in this new nation) function in Israel. Hired by the local Municipalities (in some ways similar to the pattern established in Belgium), Psychologists work essentially out of Educational Psychology Centers with elementary school-aged populations, sharing responsibilities with School Counselors (most Primary schools have a full-time Counselor). Israel has one of the best (if not the best) psychologist-to-student ratio of any country in the world. The advantages of working out of Centers rather than being employed directly by the schools are described.

The situation in nearby Egypt is described by Georgie Hyde (who has worked in that part of the world for over 20 years and who has just completed a book on education in Egypt) and Josette Abdulla (a promising, young Egyptian psychologist). Once again, services in this area are just getting started and their authority is divided between three different Ministries or Governmental Departments (i.e., Education, Social Affairs,

and Health). In general, well-trained personnel are still in short supply but improved training and expansion of services in the future seems assured.

Bridging still another gap and dropping to the Southwest tip of the continent, two chapters are included to describe the application of Psychological Services in the four school systems in South Africa. Henry Africa documents the services provided in the Bantu Schools (for the blacks) and in the Colored Schools (for those with mixed blood), as well as for the Indian Schools (serving children of Indian extraction). These programs have, in general, placed a great deal of emphasis on devising and perfecting aptitude, achievement, and ability tests. There are some programs in special education in all of the three named systems, with a greater emphasis on studies of individual children to be found in the Colored system. The services provided for the White Schools are described by Clive Basson. This program has developed School Psychological Clinics providing a variety of psychological services for the white students. We appreciate these two professionals working together to bring to us the full range of services available to the different groups in this country.

Moving back to the North and into Asia, T. R. Paliwal describes the use of what would generally be described as Educational Psychology in the applied setting in the schools of India. Psychologists working directly in the schools are still relatively rare but there are some working in educational centers for exceptional children. As in many developing countries, there still do not appear to be sufficient financial or human resources to meet the educational needs of large groups of children and youth. It is good to see that, in the midst of these tremendous problems, attempts are being made to improve the existing educational program through the use of advanced principles of Educational Psychology. This chapter adds to the earlier description of the work in Pakistan, Taiwan, Australia, and New Zealand, all contained in Vol. I.

In North America, and adding to previous descriptions of programs in English and French-speaking schools in Canada, we now have a chapter on School Psychology in the United States. This has been written by one whom many consider to be the dean of School Psychology in that country, Jack Bardon. With all of his wisdom, experience, and contacts, however, it is

still a tremendously difficult job to do justice to all of the variations one finds in the 50 states, with over 12,000 school psychologists, especially at a period when the profession is in the midst of turmoil and transition. The sheer number of psychologists involved (estimated to be one-fourth of all School Psychologists in the world) makes this a tremendously critical chapter in understanding the application of psychology to the problems of education in the United States and elsewhere.

Blanca de Alvarez bases her chapter on a survey of all existing training programs throughout Mexico. Although Educational Psychologists are not widely available in schools in this country, the work of psychologists in general is progressing well. Some have adapted and extended behavior modification techniques for use with a variety of programs, especially in special education. There is an extensive use of psychometrics for screening students entering academic programs and as evaluative/diagnostic tools.

The chapter on Panama, written by Luis Escovar and Maria Elena de Cano, describes the use of multi-disciplinary teams. Through this technique the Psychologist is able to help improve the educational system by identifying and solving school-wide problems. Behavioral technology is used extensively.

Puerto Rico, as described by Gladys Rosado, is struggling with limited resources. Although dominated by the United States, the general field of psychology is coming into its own and developing techniques adapted to its own population. Although there are not many School Psychologists, attempts have been made to restandardize and adapt group and individual tests for their own needs. The last three chapters add to the ones on Colombia and Latin America which appeared in Vol. I.

Once again a word of gratitude is due to those who have made this Vol. possible. They will be repaid if each person who reads this book identifies and carries out specific plans of action which will increase international communication and effectiveness in our field.

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May, 1977

ABOUT THE EDITOR

Dr. Catterall was raised and educated in California. He served in various local school districts for approximately 22 years, first as a School Psychologist and later in various capacities of administration. He received his PhD from the University of Southern California in 1964. He has always been active in Professional School Psychologists' Organizations and served twice as the President of the California Association of School Psychologists and Psychometrists. Later he also served as the President of the National Association of School Psychologists. He was one of the initiators of the International School Psychology Committee, which started out as a joint Committee between NASP and Division 16, the School Psychology Division of the American Psychological Association. He was the Convener and largely responsible for the First International Colloquium in School Psychology and was appointed as the head of the International Steering Committee in School Psychology that was developed at that time. He also serves as the Editor of the ISP Newsletter, WORLD-GO-ROUND. He has traveled extensively in the name of International School Psychology; he is the Director of a national and international network of Consultants to education called Staff Development Consultants. His wife, Gretchen, has provided a great deal of editorial and secretarial services to make all of these projects possible. Another book, Strategies for Helping Students, which is being co-authored with George Gazda is soon to be released from Charles C. Thomas, Publisher. As Vol. II goes to press, Dr. Catterall is actively involved in facilitating world wide communication through the Second International Colloquium in School Psychology which will be held in Helsingør, Denmark from August 14-19, 1977.

ERROR IN ORDER PAGES APPEAR:
The Summary Charts appearing on Pages 13 - 40 should be as follows:
Page 13 should face page 14,
Page 15 should face page 16,
and so forth.
In other words, Pages 13-14 both describe conditions in the American Dependent Schools, Australia, and Austria.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
AMERICAN DEPENDENT SCHOOLS OVERSEAS, School Psychology In Berthold, M.C. Vol. 1 pp. 217-243	Closely followed the trends set in the United States. Started after World War II. Some concern over drugs.	School Psychologists	All trained in the various parts of the United States. Great difficulty in getting in-service training.	DOD Schools: Europe 11 Pacific Area 11 1:2,500 EARCOS 5 1:4,000
AUSTRALIA, Educational Psychology In Nixon, M. C. Vol. 1 pp. 205-216	1922--1st Psychol. in schools. Selecting, assessing, and placing in special schools. Guidance & Counseling. Emphasis on group testing.	Counsellors, Educational Psychologists, Guidance officers. (No marked distinction between the different roles).	Three to four years undergraduate degree in psychol. plus (in most cases) teacher training and experience. Recently, advanced specialist training programs in psychol. and education have been established.	Approximately 1,000.
AUSTRIA, School Psychology In Schenk-Danzinger, L. Vol. 1 pp. 38-47	1948--1st School Psychol. Services. Reparation of war problems. Early work with emotional disturbance, behavior, & learning problems in Grammar School students.	School Counselors	Teacher training plus additional coursework.	
		School Psychologists	Full academic training and degree in psychology.	61

Current Utilization of Psychologically Trained Personnel	Future Trends
Asked to fulfill a variety of nontraditional jobs because they are working in isolation. Some service to handicapped children. Try to meet a variety of needs associated with the unique status and location of the schools around the world. Routine psychological testing and consultation for the elementary school. Student counseling and parent guidance at the secondary level.	Reduction in numbers as military reduced. Some shifting to other locales. Broadening of their function.
Testing, advising, and placing students into the most suitable educational programs (based largely on their level of ability). Helping students make appropriate career choices. Identification and placement in special eduction. Moving toward working with others to bring about careful task analysis and to identify appropriate corrective procedures. Movement toward "agent of change", "consultant", and role of "innovator". More emphasis on group process.	Research: 1.Symbolic manipulation. 2.Environment and human performance. 3.How individual and groups differ. 4.Interpersonal behavior & group interaction.
Counsel with students from continuation schools at night. Counsel with Grammar School students in their schools. - - - -

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
BELGIUM: School Psychology for School-Aged Populations In Arenstein, H. Vol. II pp. 63-73	1912--1st of a long series of Vocational Guidance Centers or offices. 1949--1st Psychological, Medical, Social Center opened to provide full range of services to students.	School Psychologist Assistant Psychologist - - - - - Vocational Guidance Counselors	The "licencié" requires four years of University training plus a thesis and one year of practical work under supervision; most work at this level. The "docteur" (or PhD) also requires an original doctoral thesis (plus, in some cases, additional work at the University). Trained to be able to give and score tests under the supervision of a fully-trained Psychologist - - - - - - - - - - - - - - - - - - Ten or more years of teaching experience plus additional graduate work in Psychology.	Total number University trained psychologists: 1945--app. 250 1965--app. 600 1975--app. 800 ratio 1:2,750 (Probably not all of these employed
BRITAIN, School Psychological Service In Lowenstein, L. F. Vol. 1 pp. 102-125	1913--1st Educational Psychol., Sir Cyril Burt, in London. Identify the maladjusted, subnormal, & backward children. Early emphasis on Child Guidance Clinic. Psycholog. Service soon independent (under Education Service).	Assistant Psychol. (Trainee) Education. Psychol. (each area has Principal or Senior Educat. Psychol.)	Honors degree in Psychology. Teacher training and experience. (Trainee may lack one) Two years of intensive post-graduate training leading to the MSc or Dip Ed Psych degree.	750 in England and Wales 215 full-time and 20 parttime in Scotland.

Current Utilization of Psychologically Trained Personnel	Future Trends
School Psychologists work in Psychological, Medical, Social Centers which are physically and administratively separated from the schools but perform the following services for students: Psychometric examinations at the request of teachers. Group testing and differential aptitude assessment. Individual examinations of children with suspected problems. Specialized examinations for handicapped children. Psychological guidance of teachers and/or parents. Assistant Psychologists primarily do psychological testing under the supervision of a fully-trained psychologist. - - - -

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
CANADA, English Speaking, Psychology In The Schools Janzen, H.L. Vol. 1 pp. 163-183	Prior to the war: Attendance Officers & Visiting Teachers. After the War (early 1950's) School Psychol. Early emphasis on Guidance and Counseling.	School Psychologists	All Provinces require MA except Manitoba (which requires a PhD). Three PhD programs: University of Toronto, Ontario Institute of Studies in Educat., and the University of Alberta. Training tends to be broader than traditional school psychology; often incorporate Counseling skills. Teacher training and experience typically required.	Approx. Numbers: Ontario 225 British Columb. 125 Manitoba 50-75 Saskat. 50 Eastern Provin. 50-75
CANADA, FRENCH QUEBEC, Psychology In The Educational System Gauthier, G. Vol. 1 pp. 184-190	1960--new law brought in new specialist. Strong emphasis on clinical skills, abnormal behavior & problems of adjustment.	School Psychol. (represented by strong profes-sional organization.	Training at MA level; no teaching requirement. Heavy emphasis on Clinical Psychology but the concept and the role is getting broader.	Approx. 500 1:4,000

Current Utilization of Psychologically Trained Personnel	Future Trends
Serve as chief liaison between the school and the social agencies, the parents, and other interested public groups. Individual testing to determine special class placement; recognition and diagnosis of learning problems. Consultants to classroom teachers (i.e., classroom management programs, etc.). At times are invited to serve on committees to evaluate the curriculum. In the rural areas will conduct the group testing program. Primarily work at the elementary schools; some counseling at the Junior and Senior High School level. Perform little or no therapy.	Strong need for continuing education. Extension of their work into other mental health areas in the community. More Psychological services at the Secondary level. Work on curriculum development.
Most of the work centers on the problem child. Use training in child development and learning to make actual classroom observations to identify appropriate strategies. Use of behavior modification techniques in the classroom. Striving to perfect a psycho-educational model of functioning.	Adapt to rapid changes in education. Introduce innovations Study ecological relations in School. Less diagnosis.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
CZECHOSLOVAK SOCIALIST REPUBLIC, Special School Psychological Services in The Hvozdík, Jan Vol. II pp. 74-81	Regional educational-psychological Counseling Centers have been going for 20 years. 1967--established Regional Special Educational Institutions. 1970--Experimental work in Districts.	School Psychologists	Requires five years of training in the University with a specialization in Applied Psychology.	Statistics not available.
		Educational Counselors	Teacher training, successful teaching experience, plus two years of post graduate study.	
COLOMBIA, School Psychology In Suarez, G. Vol. I. pp. 142-162	Screen candidates for higher education. Psychol. appraisal of vocational fitness.	Expert in Juvenile Pastoral	Not trained as a psychol.; 2 year specific training program: group process, devel. psychol., counseling in self-awareness.	384 Have been trained.
		Counselors	Training programs in general psychology (not for specific applied setting). Trained to help fill counseling and guidance needs of the older student.	
		School Psychol.	Again, no specialized training for this role; much mixture with general psych. role.	

Current Utilization of Psychologically Trained Personnel	Future Trends
School Psychologists used primarily in Regional Offices but some experimental use in Districts. They cooperate with other educators to further the goals of the socialist school. Psychodiagnostics--special attention to the problem student in diagnosis and in improving the educational program; also some work with the normally developing student. Psychodidactics and psychohygiene--working toward the solution of mental health problems in the school; helping students choose appropriate areas of life work. Investigative/Research--using research skills to help school solve the many problems it faces. Educative function--helping teachers, students, and parents to gain and use more psychological knowledge and sophistication. - - - -

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
DENMARK, School Psychology In Poulsen, A. Vol. 1 pp. 48-73	1879--1st referred to in print. 1934--1st School Psychol. hired. Group testing emphasis. Identification for "Protection Classes".	Clinical Psychol.	Requires a graduate degree in psychology and two additional years.	100 Approx. 1:7,600
		Assistant School Psychol. and School Psychol.	To be a school psychol. requires 4 years training to become a teacher, teaching experience, a 1-year advanced program in psychology and pedagogy, plus a 3-year graduate program. Basically a strong Master's degree program; new requirements lead to the cand. pæd. psych. degree.	450 1:1,730 Schools employ largest number of psychol. in the country.
EGYPT, Psychological Services to School Aged Populations In Hyde, D. M. G. and Abdulla, J. G. Vol. II pp. 121-144	Private Clinics. Public Clinics. Psychol. Clinic at Ain Shams.	Clinic Team: Psychiatrist	Psychiatrist: Bachelor's degree in Medicine and Surgery plus Diploma in Psychiatry with additional training in Mental Health Clinics.	Impossible to determine.
		Psychologist	Psychologist: BA in Psychology, a Diploma in Clinical Psychology and one year's additional training in Mental Health.	
		Social Worker	Social Worker: BA in Social Work plus one year's training in Mental Health	
		Counselors	Counselors: Diploma in Social Work and one year special training or teacher's training with BA in Psychology or Sociology (two years teaching experience)	
		Special Education Teachers	Regular teacher's training plus in-service training by Ministry of Education. Psychology taught as adjunct to Educat. or Social Sciences	

Current Utilization of Psychologically Trained Personnel	Future Trends
Broad range of duties related to special education. Many advisory and consultant type activities for the total school and for other agencies in the community. In-service training for teachers and group meetings with parents. New concept of School Psychological Counselings broadens the role a great deal out into the larger community through a well-staffed professional team serving, as a basic unit, no less than 5,000 regular and special pupils. Increasing need for psychol. to play a broader role than the traditional one played by school psychol. but also to rely on the Counseling Team to fill in with expertise that they do not have. Perform a key role in broad social welfare program with extended services which cover virtually the entire population.	More emphasis on total work of the school. Develop pilot programs. More work at preschool and with social/emotional disturbance. Continue in spec.educ.
Psychological services provided through: Ministry of Education: responsible for Special Education programs which provide some service for the gifted, blind, deaf, and mentally retarded; less service for the emotionally disturbed. Ministry of Social Affairs: since 1953-54 has hired School Social Workers who provide a full range of counseling and social welfare programs for children and youth. Ministry of Health: beginning to, in addition to all other health programs, open up Psychological Clinics staffed by Psychiatrists, Psychologists, and Social Workers. Psychologists in short supply and testing functions carried on by para-professionals. Juvenile Court staffs: providing specialized services to youthful offenders.	Expansion of all services. Up-grading of training, use, and salary of Psychologists. Increase in Spec. Educ. and age of compulsory attendance will require new staff. Rational reorganization of services to youth.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
INDIA: Psychology In The Schools of Paliwal, T.R. Vol. II pp. 168-182	Strongly influenced by the developments in Educational Psychology and the Guidance Movement.	Psychology Teacher Educational Psychologist Research Psychologist	Courses in Educational Psychology have been required of all in teacher training for a long time. Personnel at the MA and PhD level are well trained to work as either Educational Psychologists or to perform research.	No valid estimates.
IRAN: Psychology in Iranian Schools Ghazi, G. Vol. II pp. 103-111	1936--1st establishment of Experimental Psychology Lab. 1962--1st BA degree in Psychology. 1971--Guidance Schools opened with full-time School Counselors.	Guidance Counselor University Personnel who have specialized in Psychology or related fields.	Most working at BA level having majored in Psychology or Education with an additional 16 credit hours in Guidance and Counseling. Some trained at the MA level. Many students go abroad for graduate studies.	1800 full-time School Counselors.

Current Utilization of Psychologically Trained Personnel	Future Trends
Psychologists primarily function as Educational Psychology specialists with primary leadership coming from the National Council of Educational Research and Training. Research is being undertaken which will help provide answers on how to improve education. Experimental programs have been started in the past in individual states where Psychologists were used for student selection and advice on entrance examinations and career development but these programs have been dropped. New curricula are aimed at character development and the reduction of older prejudices. Some services for the mentally retarded. The skill of the Educational Psychologist is used to contribute to the development and improvement of the extensive All-India examination program used throughout the schools.	New Prime Minister and Minister of Education and leading psychologists point to increased use of psychological services in schools.
Counseling services only available for the Guidance Schools and in a few Universities. Guidance and Counseling services are provided to develop a wider range of abilities in children and adolescents. Emotionally disturbed and mentally retarded students are referred to the Counseling Centers and then to special class. Some Child Guidance Clinics (usually private) are available. Some local and national tests are used. Some University and government-sponsored research in psycho-educational problems is being carried out. Colleges and Universities are trying to fill the need for more professionally trained personnel.	Need for trained personnel will increase. Continued development of Guidance and Counseling in schools. Need psychological services at Elementary level and to work with adjustment problems in Secondary Schools.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
IRELAND: School Psychology In O'Connor, T.P. Vol. II pp. 50-62	1959--1st Educational Psychologist hired by Dublin Vocational Schools. Early development of Child Guidance Clinics to identify and diagnose learning difficulties and mental and/or emotional handicaps. Strong "positive" emphasis in secondary schools.	Educational Psychologist	Honors primary degree in Psychology (similar to the programme in England). Most now have teacher training and experience but an increasing number of newly trained Psychologists will not have had teacher preparation (some will serve as Counsellors).	26 ratio of 1:30,000 total Primary and Secondary students
		School Counsellor	Successful teaching experience plus one-year, full-time post-graduate work. Receive continuing inservice from the Educational Psychologists.	Approximately 400 1 : 600 second-level pupils.
		Remedial Teachers	Successful teaching experience plus on-the-job training and continuing inservice led by Educational Psychologists.	Approximately 250

Current Utilization of Psychologically Trained Personnel	Future Trends
Educational Psychologists, who work mostly in the secondary schools, perform the following functions: (1) primarily consulting with Specialist Teachers or Counsellors who work directly with the student ("positive" emphasis), (2) providing some assessment/diagnosis of individual pupils, (3) advising school staff on total school guidance functions, (4) directing teacher inservice meetings. Some Psychologists work with younger children in essentially private Child Guidance Clinics and in separate schools for the handicapped.	Psychological Society recommends 1:6,000 (would need 125). Economic problems makes expansion difficult. Increasing role in total programme decision and development. Specialized training will start for Psychol. in schools.
School Counsellors work primarily in second-level schools and provide general counselling and guidance to students based on a "positive" approach working very closely with Educational Psychologists.	
Remedial Teachers essentially provide specialized academic help to secondary students.	

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
ISRAEL: School Psychology In Ziv, Avner Vol. II pp. 112-120	1936--1st Educational Psychology Center in Tel Aviv to provide professional guidance to help integrate people into the new society. 1962--Counseling and Psychological Services began at Ministry level; added School Counselors.	School Psychologists	Most work at the MA level with 5% having PhD's; less satisfied with their training than an American sample.	422 School Psychologists. Ratio 1:1,000 Primary Children.
		School Counselors	Most Israeli Universities train School Counselors at BA, MA, and doctoral level in Educational Counseling; Ministry of Education first funded these programs in 1962 (now part of regular training programs).	760 School Counselors. 1:550 Primary Children. Goal of one for every Primary School.
LATIN AMERICA: Educational Psychology In Ardila, R. Vol. 1 pp. 126-141	Educational problems complicated by high birth rate. High rates of illiteracy. Educational Psychology respected and used as an instrument of social change.	Educational Psychologists Counselors	Psychologists broadly trained in 4 to 5 years of general psychology; heavy emphasis on clinical, experimental, and counseling psychology. A large number of undergraduates take up psychology. Not a great deal of opportunity for graduate study, especially for a PhD. Psychology students are very active both politically and socially.	Approx. 2,000 in the whole of Latin America.

Current Utilization of Psychologically Trained Personnel	Future Trends
Psychologists hired by the Municipalities and thus can function independently from the local school administration. Function out of neighborhood or community centers but work essentially with Primary aged children (typically works with 2-3 schools). In addition to direct case work in a given school, psychologists can also work on group projects. School meetings are held to discuss school-wide problems. Greatest amount of time spent in individual testing, inservice training of teachers, and meetings with parents. School Counselors, who are based at the Primary schools, work very closely with the School Psychologists; psychological tasks are divided between them. The Educational Psychology Centers are used for individual testing, therapy with children and their parents, as well as group therapy. Because of Israel's special situation, great emphasis is put on the influence of war on children.	Introduction of professionals at Kindergartens and High Schools. Constant effort to improve University training programs. Systematic postgraduate training for all School Psychologists. Continued support from the goverrment.
Educational Psychology (as traditionally defined and broadly conceived) has made significant contributions in: Psychometrics: some test construction and some restandardization of both objective-type tests and projective (greater emphasis has been on projective) tests. Counseling and Guidance: provides high level interaction between psychol. and education; well received and well supported; primarily at High Schools and Universities. Special Education: much use of behavior modification and psychological principles to improve programs of special education; some especially good work with the retarded, with learning disabilities, and with cerebral dysfunction.	Continue to contribute to national development. Applied psychol. in educat. setting will continue to develop. Need legislative recognition.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
MEXICO, Educational Psychology In Alvarez, B. de Vol. II pp. 211-223	Early emphasis on Freudian Psychology. 1964--first program in experimental and applied psychology. 1967--first training program in behavior modification.	Educational Psychologists	Licenciatura (somewhere between BA and MA) requires: Academic major and minor, Practicum in specialization, Thesis, and Oral examination. Many psychologists go abroad for MA and PhD.	No valid statistics.
NEW ZEALAND, School Psychology In Sinclair, R.O Vol. 1 pp. 191-204	1923--1st Superv. of Special Classes hired. 1946--1st Educational Psychol Much early emphasis on special education.	Organizers of Special Classes - - - - - Assistant Educational Psychol. Educational Psychol.	Selected from best teachers in Special Education. Three-year teacher training. BA degree Education/Psychol. - - - -

Current Utilization of Psychologically Trained Personnel	Future Trends
Educational Psychologists not widely used in the schools. Extensive use of behavior modification, especially in special education. Rogerian Client-centered Therapy is extensively used in personal counseling and vocational-occupational guidance. Psychometrics used extensively, especially for screening students entering academic programs or as evaluation or diagnostic tools. Some transcultural and educational research.	Psychologists can help if they become "agents of change." Demand for Psychologists will grow. Increased need for research.
Psychological services generally supervised by a centralized system but operates out of 25 psychological centers throughout the country. Organizers identify handicapped children and advise teachers on their special needs.	Improve Psychol./student ratio.
Started with a role of "ascertainment and placement recommendation" for special education; still heavy emphasis on this special population but now more emphasis on identifying precise educational needs and communicating with those people who actually work with the student. Working on the long-range goal of helping schools and communities to promote the strong mental-health development of students. Broader role in school and community.	Upgrade Organizers to be Educational Psychol. Broaden the role of Psychol. More work with younger/older.
Function as key members of interdisciplinary teams (Psychol., Educationalist, Social Worker, Special Education Teachers) with 1 team member per 800 pupils. Strong emphasis on interprofessional cooperation. Preschool: Identification of high risk children and consultation with teachers. Primary Age Pupils (ages 7-16): Counseling, examinations, treatment, and consultation with the school staff. Further Education: Counseling and consultative services on individual problems; provide realistic vocational counseling. Preventive Mental Health: Consultation with agencies providing treatment and/or preventive services; follow-through with cases who were former clients.	Greater emphasis on preschool & after Primary School. Move more toward a generalist role in psychol. Longer training.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
PAKISTAN : Applied Psychology In Shaikh, M. S. Vol. 1 pp. 250-253	Oldest use of applied psychol. in Army & Civil Service. School application through teacher training & Child Guidance Clinic.	Teacher/ Counselors or Guidance Teachers	Teachers get training in Educational and Child Psychol. at undergraduate and graduate levels. Practicing Psychologists need minimum training at Masters level.	No statistics available.
PANAMA: School Psychology In Escovar, L.A. Cano, M.E.de Vol. II pp. 224-234	First model in use was Clinical Psychology. Government is using education to bring about a total social reform.	School Psychologists	Requires a five-year program in General Psychology (with some emphasis on Clinical) but little or no application to problems in education; they receive the Licenciaturas in Psychology. Almost no opportunities for graduate work within the country; some study abroad.	12 School Psychologists hired by Ministry of Education (10 work in Panama City). Some are employed in private schools.
PUERTO RICO: Psychology In Rosado, G. Vol. II pp. 235-249	At first adopted models of service from the US but now developing Puerto Rican Psychology for Puerto Ricans.	Psychologist	Traditionally most of the graduate work has been done in the US but this is changing. Now two graduate schools in Psychology at the University of Puerto Rico and the Caribbean Center for Advanced Studies.	

Current Utilization of Psychologically Trained Personnel	Future Trends
Some local Psychological tests are available. Psychologists work in Teacher Training and Education Departments in coordinating School Psychological Programs at various levels.	Many provincial & National programs emerging after high level meetings of Labor, Educat., and Social Welfare Depart's.
Two kinds of elementary schools:(1) the traditional school and (2) the production school which is aimed at helping rural areas. Two kinds of secondary schools (grades 10-12): (1) vocational schools, and (2) college preparatory. Multidisciplinary Guidance Centers serve 7,000 students: (1) prevention and remediation of scholastic deficiencies, (2) vocational guidance, (3) on-the-job training for teachers, and (4) parent counseling. School Psychologists work indirectly rather than directly with students to: (1) diagnose and remediate educational problems, (2) curriculum design/evaluation, (3) implementing new teaching methods, (4) on-the-job teacher training, and (5) work with parents. School Psychology is under the Office of Educational and Professional Guidance which is behavioral in orientation and deemphasizes testing.	Young and increasing population will accelerate the need for education. If government continues its recent support, School Psychology has promising future.
School Psychology has not really come into being at this time. Several psychologists hired by the Department of Public Instruction and some contract for services to test students for Special Education; other services provided by public and private Clinics. Good levels of service for Federally funded programs such as Head Start and those working in the area of overuse of drugs and crime prevention. Puerto Rican translations and restandardizations exist for the Binet, WISC, and WAIS; can also use some projective tests but tend to get distorted personality pattern due to cultural differences.	Psychologists must continue to defend students from harmful psychological practices. Further development of locally adapted tests.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
REPUBLIC OF SOUTH AFRICA: School Psychological Services in White Schools Basson, C. Vol. II pp. 155-167	Medical Servfces and Special Education.	School Psychologists and Assistant School Psychologists.	Bachelor's degree (three years) in Psychology. Teacher training and four years of teaching experience. Specific training in School Psychology with a balance between Psychology and Education just getting started.	Approximately 100
REPUBLIC OF SOUTH AFRICA: School Psychology Among the Blacks Africa, H. S. Vol. II pp. 145-154	Bantu Education: Need to provide teachers with valid information with which to guide the students.	Educational Planners and School Counsellors	School Counsellors required to have 5 years of teaching experience plus qualifications in Psychology. All counsellors must be fluent in Afrikaans, English, and one of the 7 Bantu languages. Counsellors provided regular inservice in the areas of testing and guidance.	4 Administrators 29 Counsellors
	Coloured Education: Individual studies to consider for placement in special Class.	Subject Inspector: Psychological Services	School Psychologists required to have at least Psych. I, II, and III in their BA degree plus Teacher Diploma and five years of teaching.	Counsellors at all senior schools. 24 Subject Inspectors.
	Indian Education: Group Testing and Screening for Special Education.	Inspector of Psychological Services; Psychometrists	Same as above.	1 School Guidance Officer. Counsellors at all senior schools. 10+ Subject Inspect.

Current Utilization of Psychologically Trained Personnel	Future Trends
Assessment for special education and as counselors to teachers and parents on children's problems in the school setting.	No definite plans. Some advanced academic training is to be offered.
Major program of construction of aptitude, achievement, and ability tests with appropriate validity studies for the population being served. Administer scholastic test evaluation program and train teachers to actively use the test results. Selecting of students and placing them in the most appropriate courses. Educational and vocational guidance at the postprimary level. Some identification of gifted pupils for inclusion in an enrichment program.	Seeking a Teacher-Counsellor at each post-primary school for testing and guidance. Establish Guidance Clinics.
Individual studies of referred children through the use of testing, interviews, etc. Assist the Circuit Inspector in establishing classes for the mentally retarded. Differentiate out temporarily-retarded; identify and remediate causes for lack of achievement.	Counsellor plus Teacher-Psychologists at all senior schools.
Younger students provided individual assessment to consider for placement in special education (mostly classes for the mentally retarded). Extensive developmental work done in group ability, achievement, and vocational testing primarily for older students.	Teacher-Psychologists and Counsellors at senior schools.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
SWEDEN: School Psychology In Meldén, A. Vol. 1 pp. 87-101	1946--1st statement of the need to work with the mentally retarded. 1953--1st appointment of a School Psychol. Assigned to work with the entire School.	Assistant School Psychol. Independent Psychol.	Theoretical training for 3 years in University with some practicum work in the schools; otherwise all psychol. receive the same training. An additional 2 years of study in pedagogy or psychology at a University (theory and practicum) plus scientific study.	400 Full time equivalents 1:3,000 (incl. both Asst. and Ind. Psych.)
SWITZERLAND: Educational Guidance and School Psychology In Felton, R. von Uebelmann, S. Vol. II pp. 82-89	1920--1st Educational Guidance Office (for all of Europe) opened in Berne. Widely differing functions depending on the locality.	School Psychologist/Educational Counselor	Training offered at five Universities which stresses traditional research which does not alter practical application significantly. Most trained at MA level in general psychology but with increasing specialization in working with children and adolescents. No legal protection for the title but Cantons currently only hiring trained personnel.	300-350 Psychologists work primarily with children additional 150-200 who don't specialize with this age group.

Current Utilization of Psychologically Trained Personnel	Future Trends
Participate in multi-disciplinary pupil welfare conferences which can be directed toward an individual pupil or to larger classroom- or school-wide problems. Often involves the parent and the pupil. Special education functions include: some testing but this is directed more toward providing prescriptions for the educational problems of the student, advising school authorities on what types of special education are best, etc. Observing in the regular classroom, helping teacher look at the teaching/learning process, and directing in-service days for teachers (sometimes includes leading in-service discussions on school-wide learning problems). More school psychologists spend more time on therapy than on diagnosis and/or in the design of educational programs. Some work is with individuals and some with groups. Preventive emphasis and organizational work where the psychol. works with preschool children, with the total system, with parents, etc.	Several current national studies will affect the role of the Psych. Development and eval. of teaching methods. Closer liaison with teachers. Self evaluation.
Educational Counselors/School Psychologists are hired by the local Cantons; no national coordination leads to wide variation in role depending upon legal provisions and administrative procedures (some even function as medical assistants). The demand for these professionals has been good to provide some therapy but primarily to provide counseling support to the decision-making process of individual, older youths. There is much debate about how the role of the School Psychologist/Educational Counselor should be limited/defined with a great deal of uncertainty about both the current and future roles of working with entire school systems.	More practical training and research to help professional decision making. Continued dialogue within profession and with others will help improve services.

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
TAIWAN, REPUBLIC OF CHINA, School Psychology In Kuo, W. F. Vol. 1 pp. 244-249	1960--1st Child Guidance Clinic. 1962--1st EMR class. Emphasis on Testing & Evaluation. Still no full-time Psychol. personnel in schools.	Volunteer College Students - - - - - Teacher Counselors - - - - - University Personnel	Majoring in Psychology, Educational Psychol., Education, or Social Work. - - - - - - - - - - - - - - - - - Some undergraduate training in Psychology. - - - - - - - - - - - - - - - - - Well trained in psychology but have little application in the school or other applied setting. Have had (in essence) on-the-job training.	No statistics. - - - - - - - -
TURKEY, Psychology In The Schools Of Öner, Necla P. Vol. II pp. 90-102	1953--Center for Psychol. decreed by Ministry of Educat. Later became Guidance and Research Center. Strong influence of Guidance and Testing movements.	Psychiatrists 9% Psychologists 50% some are Clinical, some are School (term is little understood) Education-Specialists 29% Guidance Counselors 7%	Earlier most Psychology taught in Junior Teacher's Colleges. University based programs are improving and increasing. Out of 55 psychological service workers responding to a questionnaire: 26% had MD or PhD 9% between MA and PhD 19% had MA 29% had BA 15% had a 2 or 3 year program in a Junior College (this program being phased out).	No good statistics. Approximately 300 (including 150 Guidance Teachers & Counselors.

Current Utilization of Psychologically Trained Personnel	Future Trends
Provide informal, individual counseling for troubled children and teenagers (this has been a very successful program). - - - -

SUMMARY CHART FOR PSYCHOLOGY IN THE SCHOOLS - -

Country/Area & Reference	Historical Development	Psycholog. Personnel	Minimum Training for Psychological Personnel	Number Employed
UNITED STATES OF AMERICA: School Psychology In The Bardon, J. I. Vol. II pp. 183-210	Early use in Child Guidance Clincs. Major reason for bringing them in was for them to identify students for special education (especially classes for Educable Mentally Retarded).	School Psychologist Psychometrist or Assistant Psychologist Advanced School Psychologist	Requirements vary somewhat in each state but the majority work at the "Master's Plus" level with one-and-one-half to two years of graduate training including practicum but not teaching experience. Majority of states have two levels of certification: Some have lower level people with approximately one year of graduate training who do the basic testing (but not necessarily the interpretation) and some have a higher level requiring PhD or PsyD who tend to supervise other School Psychologists. Pressure towards higher levels of academic training.	Approximately 10,400 in practice and another 1,600 trainers Many others in administration or in research no longer seen as School Psychologists.
WESTERN GERMANY, School Psychology In: Past-Present-Future Arnhold, W. Vol. 1. pp. 29-37	1922--1st School Psychol. Roots in program of Pupil Assistance (Child Welfare and Att.)	Consultant Teachers - - - - - School Psychol.	In additon to training and successful experience as a teacher, some additional work in Pedagogical Psychol. - - - - - No specific academic training aimed at application of psychology in the school situation but rigorous training in general application of Psychology.	1,180 (Part-time.) - - - - 430 (Full-time.) 1:22,600

Current Utilization of Psychologically Trained Personnel	Future Trends
Considerable discussion about the discrepancy between what the School Psychologists actually do and what they should do. The major emphasis across the country is clearly in working with referrals of individual students with learning and behavior problems, testing, making recommendations to the parents and the teachers, and in report writing; how the rest of the time is spent varies a great deal upon the job situation and the interests and training of the individual (i.e., there is the opportunity for them to modify the position). The profession is very idealistic about what it should be doing to help education through a variety of techniques such as: consultation with school staffs and administration, in-service training, curriculum development, preventing failure, improving mental-health programs for all students, providing humanistic education, serving as a child "advocate", etc. The discrepancy between what they are required to do by the terms of their employment and the contribution which they feel needs to be made and that they could make leads to a certain amount of job dissatisfaction.	Predictions difficult to make because of the turmoil in the profession and in the country. The number of School Psychologists will probably gradually increase. Levels of training will also increase.
Consultant Teacher is a full-time teacher with released time to do additional counseling and advisory duties. Works with children with mild learning difficulties and behavior disturbances. - Hamburg Region: find reasons for truancy and attempt to alleviate them. Hesson Region: assist the school system in finding causal factors of learning problems and find system-wide approach to the alleviation of these problems. Berlin: combined approaches of helping the individual student and assisstng the entire school. Baden-Wurttemberg Region: educational research and planning for the entire Educational System. Nation-wide emphasis and commitment to: School career guidance, Individual psychological guidance, and General advisement for total schools and teachers.	1985 Goal: (although not too practical) Consultant Teachers 1:500 School Psychol. 1: 5,000 (would require 1,500 new ones). Increase professionalization.

ABOUT THE CONTRIBUTORS

Josette G. Abdalla

Miss Abdalla is an Egyptian who originally studied Psychology in English at the American University in Cairo, where she received her BA degree. Later she was one of the first students to shift to the Government University of Ain Shams in Cairo where she continued her studies in Psychology, this time in the Arabic medium, and where she obtained her MA degree. She is equally at home in French. Her facility with languages together with her international interests point to a promising future in our profession. She is currently planning to get married while at the same time enjoying the opportunities afforded her in teaching. She eventually hopes to find an opportunity to study for the PhD, probably in Clinical Psychology, either in England, Europe, or the USA. Both she and her co-author have based their Chapter on a long series of personal visits to the Ministry of Education in Cairo, to schools and clinics, and in discussions with officials, professors, psychologists, and other personnel.

Henry S. Africa

Mr. Africa went through his Honours Bachelor of Arts in Social Studies in his native Republic of South Africa. He also taught there before going to England to get a Diploma in Careers Guidance and to take work in Psychological Testing. Upon returning to his native South Africa he served as both a Registered Social Worker and as a School Guidance Officer. During the 1973-74 school year he also spent a year under the auspices of the Council on International Programs (which places social workers and youth leaders from all over the world in clinical settings in the US) in the inner-city schools in Cleveland, Ohio. He has long been an active member of the International Council of Psychology and was able to attend both their 34th Annual Convention and the XXIst International Congress in Psychology in Paris in summer 1976. It was here that he, with his charming wife who, in addition to being the mother of six children is also a professional educator, met and conferred with the Editor about the conditions in his home country and the possible interface between his work and the International School Psychology Committee. He is currently using this international perspective in his job as Subject Inspector: Psychological Services in the Administration of Coloured Affairs in Durban.

Blanca M. de Alvarez

Dr. Alvarez was born and raised in Mexico, received her training in both Mexico and the United States, and has continued to spend a great deal of her time building bridges between psychologists in these two countries. She served as the Coordinator of Guidance Services of the Instituto Feminino y Colegio Montessori for two years before becoming, in 1968, the Director of the Instituto Interamericano de Estudios Psicologicos y Sociales in Chihuahua, Mexico. She still holds this position She is widely known for her enthusiasm and energy which, among other things, has in recent years been dedicated to the translation of a series of books from English into Spanish. She and her husband are active leaders in PAN, Mexico's leading oppositional party. Together they toured the many states of Mexico while he ran for the office of Governor, and later for the Presidency of his country.

Henri Arenstein

Mr. Arenstein was born in Belgium in 1947 and studied in the elementary and secondary schools in Brussels. In 1966 he went to Mexico to study languages and psychology (he is quadrilingual). He received his Masters' Degree in Psychology in 1971 from the University of the Americas in Puebla, Mexico. Since then he has worked with children and adolescents in a variety of different settings--in Mexico, in Brussels, and (currently) in Montreal, Canada. His areas of special interest in psychology include learning disabilities, reading, parent-child relationships, and counseling with parents and teachers. In addition to his studies on both sides of the Atlantic and the applied work he has done in three different cultures, he has participated in both the Second (in Brussels in 1975) and the Third (in Montreal in 1976) Scientific Conferences of the International Federation of Learning Disabilities. He is presently working on his Doctoral Thesis at the University of Mons in Belgium. He writes about his native Belgium with the added depth and vision that only comes from knowing several other cultures well.

Contributors

Jack I. Bardon

Dr. Bardon received his BA degree from Western Reserve University and his MA and PhD from the University of Pennsylvania. He served as School Psychologist for the Princeton, New Jersey schools for eight years and was involved in the training of School Psychologists at Rutgers University for 15 years. At Rutgers he also was co-director of the Rutgers Graduate School of Applied and Professional Psychology during its formation. He is now Excellence Fund Professor of Education and Director of the Offfice of Educational Development, School of Education, The University of North Carolina at Greensboro. Dr. Bardon has served as President of the Division of School Psychology of the American Psychological Association and Editor of the Journal of School Psychology. He has been a visiting professor at the University of Pennsylvania, the University of Southern California, and the University of Auckland, New Zealand. He is recipient of the Distinguished Service Award of Division 16 of APA. He, with Virginia Bennett, has written School Psychology and has contributed actively to the School Psychology literature.

Clive Basson

Mr. Basson was educated in South Africa and obtained a degree in Psychology and a University Education Diploma from the University of Natal (Pietermaritzburg) during 1972 and 1973. He was a secondary school teacher and counsellor for five years before he started postgraduate work, first in Education and then in Psychology. During this period he began to work as a School Psychologist in the Psychological Services of the Natal Education Department. He completed a Master's Degree in Psychology at Natal University and is presently Senior School Psychologist, Head of the Pietermaritzburg School Psychological Clinic, a post he has held since 1972. In 1976 he took an extensive study tour of the United Kingdom, Netherlands, and the U.S.A. where he investigated the organisation of psychological and remedial services and the training of school psychologists. During this trip he was able to meet and interact with the Editor. He is an active member of the South African Association of Learning Disabilities. He also gets enjoyment from volunteering his time as a coach.

María Elena S. de Cano

Although María Elena S. de Cano was born in 1946 in Camaguey, in the center of the island of Cuba, today she is proud to be a Panamanian. She obtained her BA from Notre Dame College in 1968 and her MA in School Psychology from Radford College in Virginia.

Since 1970 she has been working as a Professor of Psychology at the University of Panama. She has also worked as a School Psychologist at the Dirección de Investigación y Orientación Psicológica of the same University. Mrs. Cano has been working as an advisor in the Guidance Commission of the reformed Educational System. She is a member of the Panamanian Society of Psychology and the Inter-American Society of Psychology. She participated in the XIII Inter-American Congress of Psychology. Her main professional interests are in the areas of Child Development and School Psychology. We welcome her to the growing list of distinguished contributors to this series.

Luis A. Escovar

Dr. Escovar was born in Panama City in 1946. He completed his undergraduate work in Psychology at Dartmouth College, his MA at the California State College at Long Beach in 1970, and his PhD at the Pennsylvania State University in 1975. He first joined the faculty of the Department of Psychology at the University of Panama in 1971. Since completing his doctoral work he has returned to that university as Research Professor at the Criminology Institute and he is also currently Research Professor at the Research Center for the College of Liberal Arts. His main research interests are: social change, attitude change, and the application of technology in the social sciences in developing nations. He participated in the XVI Inter-American Congress on Psychology and is presently Executive Secretary for Central American, the Caribbean, and Panama for the Sociedad Interamericana de Psicología and Associate Editor to The Interamerican Psychologist. His wife serves as a School Psychologist for the office of the Superintendent of Schools for the Canal Zone.

Rolf von Felten

Dr. von Felten writes that he enjoys playing the European game of professional understatement and so it is difficult to relate all of his many positive contributions to our profession. He received both the Master of Arts degree and the Dr. of Philosophy in Educational Counseling. He is currently the head of the Child Guidance Service Biel-Seeland in the Canton of Berne. In 1973 he was appointed as a Lecturer in the Institute of Psychology at the University of Berne and was charged with the responsibility of planning for an Institute for the training of teachers of Special Education at that university. It is expected that the actual Institute will become operational in either 1978 or 1979. In 1974 he started (and continues to serve as the Editor of) the Swiss Journal of Child Psychology. He has been on the Executive Board of the newly renamed Swiss Association for Child and Youth Psychologists. He has had responsibility for providing coordination between the psychologists in the French and the German sectors of Switzerland and has been instrumental in helping to extend this organization to include Psychologists in Child Clinics as well as Educational Counselors in the schools.

Ghassem Ghazi

Dr. Ghazi was born and received his basic education in Iran; after a period of advanced study in England he returned to his home country in 1965 and became a member of the staff of the Faculty of Education of the University of Tehran. From 1969 until 1972 he worked on and completed his PhD at Ball State University in the US. Upon returning to the University of Tehran he served for two years in Counseling Psychology and from 1973-75 served as the Chairman of the Department of Methodology and Curriculum. After that, in an attempt to find a closer relationship with his counselees, he began to serve as the Director of the Counseling and Guidance Laboratory, a post which he still holds. In this position he has responsibility for providing the facilities for the practicum and internship training of Counselors. In addition to his own writings he has worked diligently in the area of translating materials in the area of counselor education for use in Iran. He also serves on the Editorial Boards of the Journal of Psychology (Iranian) and also the Journal of the Faculty of Education of the University of Tehran.

D. M. Georgie Hyde

Georgie Hyde is a Professor Emeritus of the American University in Cairo, Egypt. She obtained her PhD in Psychology from London University. Her experience includes teaching and educational administration in the Middle-East countries and South Africa; she has also contributed to international conferences/congresses in London, Tokyo, Hong Kong, Sudan, USA, Canada, and France. In this capacity she contributed to an ISP-sponsored symposium in August, 1973 in Montreal on "Psychological Services in Schools Around the World." A cross-cultural psychologist, she was the first to apply Piaget's theories outside the Western Hemisphere. As a comparative educationist she is currently finishing a book to be published by Routledge and Kegan Paul in London, on Education in Egypt. Some of the material included in the chapter on Egypt in this book will be incorporated in a section on student welfare in the larger book. She is a former Director of the International Council of Psychologists.

Ján Hvozdík

Dr. Hvozdík is one of the few psychologists from Eastern Europe who has been in constant communication with the International School Psychology Committee almost from its very start. Although hoping to be able to attend the First International Colloquium in Munich in 1975, last minute health problems prevented this from taking place. Born, raised, and educated in Czechoslovakia, Dr. Hvozdík is recognized as one of the leading psychologists in the Eastern part of Europe. Currently residing in Kosice in the Eastern, agricultural part of the country called Slovakia (just north of the Hungarian border), this distinguished scientist is currently serving as the Director of the Department of Psychology of the Faculty of Philosophy at the P. J. Safárik University. Among Dr. Hvozdik's many contributions to research is a series of studies on the trainability of creative thinking in students with differing levels of school performance. This work suggests the possibility that backward students need to be taught how to use their creative thinking ability. We welcome this the first contribution to this international series from Eastern Europe.

Torlach P. O'Connor

Born and raised in Ireland, Mr. O'Connor received all of his academic training at the National University of that country. After receiving his B. Sc. degree he went on to train as a teacher and later received the Diploma and the M. Psych. Sc. in Psychology. He has worked as a consulting psychologist to schools for the deaf and for mentally handicapped children. He also did research and lectured on organizational psychology before joining the Psychological Service of the Department of Education when it started in 1965. Since then he has worked hard to develop Pupil Guidance Services in Ireland and to improve in-service teacher training. He is also especially interested in helping to integrate the human sciences into school curricula. He is a founding member of the Psychological Society of Ireland and its current (1976-77) President. He is also an Associate of the British Psychological Society. He and his wife, who is also a psychologist, have three children.

Necla P. Öner

A native of Turkey, Necla Öner holds a PhD in Educational Psychology as well as a professional degree in School Psychology, both from the University of Minnesota. Her work experience includes three years as a clinician at the Psycho-educational Clinic of the University of Minnesota, four years as a School Psychologist in Robbinsdale (Minnesota) Independent School District, and three years as a high school counselor and a teacher of Psychology in Izmir, Turkey. For the past 10 years she has been a member of the faculty of the School of Social and Administrative Sciences, Department of Psychology, at Hacettepe University in Ankara. Her research interests are in the areas of anxiety and cross-cultural comparisons in mental health. Two (1976) publications include an article on Anxiety in School Children, in C. D. Spielberger & I. G. Sarason (Eds.): Stress and Anxiety, Vol. 4; and another on the development of the Turkish Edition of the State-Trait Anxiety Inventory, in C. D. Spielberger & R. Diaz-Guerrero (Eds.): Cross-Cultural Anxiety. She has recently completed a monograph in Turkish on a validation study of the above Inventory with the normal, physically, and psychiatrically ill populations, soon to be released by the Hacettepe University Press.

T. R. Paliwal

Dr. Paliwal has served as a teacher and school principal in various schools and colleges for over 30 years. He has organized many Psychological Laboratories to enable teacher trainers and trainees to make use of Psychology in the schools. As a School Psychologist, Dr. Paliwal has used innovative methods of strengthening the ego of school children and has also done extensive work with the eneuretic and emotionally disturbed. His research interests have been extensive and varied; he has shared his findings through the International Council of Psychologists, the International Association of Cross-Cultural Psychology, as well as ISP. While attending the XXI International Congress of Psychology in Paris, he served on the Planning Committee for the Second International Colloquium. He is the organizer and Director of a Psychological Research and Services Centre in New Delhi. His depth of knowledge about education in India provides him with a great deal of expertise to write the chapter about his country. Dr. Paliwal is actively associated with the Indian Psychological Association as well as the All-India Association for the Mentally Retarded.

Gladys Rosado

Dr. Rosado is proud to have been born and raised in Puerto Rico. After undergraduate training in psychology at the Catholic University of Puerto Rico, she worked in a variety of settings throughout the island, including work with governmental agencies, school districts, and Head Start. Later, she spent a year in New York in a Supervised Clinical Internship. She has been actively involved in the work of ISP and participated in a Traveling Seminar through Northern Europe on the way to the First Colloquium, and in 1976 went to Russia on the way to the XXI Congress in Paris. She has recently completed her PhD at the Caribbean Center of Advanced Studies and has organized and directed the Psychological Services in Ponce, Puerto Rico's second largest city. This center provides services to the school-age populations, as well as to the adult and business community. Her pride in her country and international exposure provide her with a good perspective to describe psychology in her home country.

Contributors

Sibille Uebelmann

Serving as the co-author, with Rolf von Felten, of the chapter on Educational Guidance and School Psychology in Switzerland is Sibille Uebelmann-Marelli. She is officially recognized as a Dipl. Psycho. and has had experience at teaching Educational Psychology to a wide spectrum of groups of teachers-in-training. She has also taught and served as a parttime assistant at the University of Friborg where she has worked on training programs for both psychologists and teachers. She is currently taking time off from her busy life to return to Germany to complete her doctoral work. We regret that this work has kept her from taking a more active part in the work of International School Psychology. We welcome her to the growing list of distinguished professionals who have contributed to this important series and wish her well in the successful completion of her course of studies.

Avner Ziv

Avner Ziv received his PhD in Clinical Psychology at the Sorbonne University in Paris in 1965. He was the Director of the Central Educational Psychology Center in Tel Aviv until 1968 and Chairman of the Educational Psychology Division of the Israeli Psychological Association from 1971 to 1973. He currently teaches at Tel Aviv University where he is the head of the graduate program in Educational Counseling and at Bar Ilan University where he was head of the graduate program in Educational Psychology from 1970-73. He also served as a Visiting Professor at Boston University during the 1973-74 school year. Dr. Ziv is the author of five books, two in Hebrew, two in French, and one in English. He is Editor of Counseling and Psychology in Education (a book of readings on theory and research in Israel). Out of the more than 60 articles that he has written, one was entitled "International Aspects of School Psychology." It appeared in the Journal of School Psychology, 1974, 12, 31-39 and was where he first envisioned need for an international conference for School Psychologists. He was one of the five original members of the International School Psychology Steering Committee, a position he still holds.

SCHOOL PSYCHOLOGY IN IRELAND

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Introduction

School Psychology in Ireland is of comparatively recent origin and its history can be briefly written. For this reason a description of the service must include much that is in the course of being developed or still being tried out, as well as plans and hopes for the future. Following this introduction, the second section of this chapter briefly describes the school system in Ireland and identifies some characteristics of the system and the needs that influenced the establishment of school psychological services. This is followed by a brief history of school psychology and related services in Irish schools. The fourth section describes the current roles and functions of school psychologists, followed by a discussion of the training and organisation of school psychologists. The sixth part summarises the recently published policy statement by the professional body of psychologists, the Psychological Society of Ireland (PSI), on its suggested model for a full psychological service to the schools. The chapter concludes with a description of the response to the PSI document and with an alternative view of future trends in Irish School Psychology.

The school system in Ireland

The most striking characteristic of the Irish school system, by comparison with most other European school systems, is the smallness of its schools. The total population of the country is approaching three million people and there are 540,000 pupils in Primary Schools and 240,000 in Secondary Schools. There are some 3,700 Primary Schools (with an average number of approximately 146 pupils) and 850 second-level schools (with an average of approximately 280 students). This large number of schools is, of course, a reflection of the predominantly rural pattern of Irish society. While a rapid development of industry has been seen during the last 15 years, the distribution of the population outside the capital city of Dublin still reflects the traditional, agricultural basis

of the Irish economy.

Another characteristic of the Irish school system is the centralisation of authority in the Department of Education (Ministry). This Department is responsible for the total funding of primary schools as well as most of the funding of second-level schools. Outside of the vocational school sector, no local education authority structure exists, and schools look directly to the Department of Education for both funding and professional services. One important consequence of the centralisation of authority is that expenditure on Educational services is very closely related to central government spending, and innovations in education are largely dependent on general government budgetary policies.

Brief history of psychology in schools

The first Educational Psychologist (the term School Psychologist is not used in Ireland) was appointed in 1959 by the City of Dublin Vocational Education Committee. The principle responsibility of this Psychologist, one of the first to receive a professional training in psychology in this country, was the development of pupil guidance services in Dublin's vocational schools. A few years before this, the St. John of God Brothers, a voluntary religious order very active in the provision of services for the mentally handicapped, had established a Child Guidance Clinic in Dublin city which had on its staff, first one, and then later several trained Psychologists. This Clinic was later followed by a number of other Clinics both in Dublin and in other major centres throughout the country. The Clinic's principle function was the identification and diagnosis of children with learning difficulties in schools in general, but especially those with various degrees of mental handicap or emotional disturbance. Children were, and still are, referred to the Clinics through the School Medical Service; consequently this program developed as an out-of-school health service, rather than as a school-centered psychological service.

As was mentioned, Dublin was the first city to charge a Psychologist with the responsibility for developing a guidance service to second-level pupils in vocational schools. Some years later, in 1965, the Department of Education recruited its first Psychologists, with a largely

similar brief, to develop guidance services in the new comprehensive schools schools being established throughout the country.

Both groups saw the training of School Counsellors as the single most effective way of providing good school guidance services. For this reason, the first professional course of training for School Counsellors was estab- first professional course of training for these Counsellors was established in 1967 in University College in Dublin. The training of Counsellors (a one-year full-time postgraduate training programme) developed rapidly and by 1975 there were some 400 Counsellors either working in schools or in training.

In 1970 the Department of Education's Psychological Service (as it had then become known) began training Remedial Teachers for second-level schools, thus expanding the role of Psychologists in these schools to extend and complement the functions of the Child Guidance Clinics. This provision has also rapidly expanded and there are currently some 250 Remedial Teachers working in second-level schools.

It will be seen from the foregoing that the activities of Psychologists working in schools, as distinct from those working in Child Guidance Clinics, have been almost exclusively with second-level pupils. Services to primary school pupils have been provided mainly by the Clinics and by Psychologists employed by special schools such as those working with mentally handicapped pupils. (Although these schools are largely publicly funded, they are technically private institutions.)

In parallel with the growth in numbers of Counsellors and Remedial Teachers in schools, the number of Psychologists also increased. From there being just one School or Educational Psychologist in 1959, the total had increased to 5 in 1965, when the Department of Education began appointing Psychologists. There were 10 Psychologists by 1970 and by 1976 the number employed in both the Department of Education and the city of Dublin Vocational School Service totaled 26. Unfortunately, the current difficulties being experienced by the Irish economy, in common with many other countries, make any major increase in these numbers unlikely in the immediate future.

While the pattern of service as described is perhaps the reverse of that in most other countries with established school psychological ser-

vices--where the emphasis tends to be on the provision of services to primary school pupils-- the development is not without some advantages. Principally, where services begin in the primary area, the tendency is for the service to be concerned mainly with the identification and treatment of pupils with problems, and rarely with the "positive" aspects of educational psychology. Because educational psychology in Ireland began with the provision of pupil guidance services, Educational Psychologists see their role primarily as being that of delivering positive developmental services to all pupils. When, as must inevitably happen, psychological services are extended to primary schools, a similar positive, developmental model is most likely the one which will be applied.

Current roles and functions

In offering a description of the current roles of Psychologists working in schools, there is always the risk of implying that each of these professionals carry out all of these functions or, indeed, that the ordering of priority of functions is the same for all. It must be emphasised, therefore, that what follows is a general description. A brief discussion of the priorities and different emphases will appear at the end of this section.

Work with specialist teachers

The intervention model that has been established by both the Psychologists working in the City of Dublin Vocational Schools and those in the Department of Education has been that of working through specially-trained teachers in individual schools. These are the teachers who are primarily concerned with the provision of pupil guidance and remedial education services to secondary students. Consequently, a large amount of the Educational Psychologist's time is spent consulting with and advising such teachers on various aspects of their work and on the pupils for whom the Counsellors and Special Teachers have responsibility. Advice is offered on such things as:

- The efficiency and effectiveness of the school's pupil guidance and remedial programmes.
- The educational provision that should be made for pupils with educational or adjustment difficulties in the school.

- The more detailed aspects of this provision such as the learning strategies to be adopted and the organisation of special groups, etc.
- The suitable referral agencies that should be used for individual pupils with severe difficulties that cannot be adequately provided for in the school setting.

Work with individual pupils

This is what would be traditionally regarded as the work of a School Psychologist. It includes the assessment and diagnosis of pupils with educational or emotional difficulties, the identification of suspected cases of mental or other kinds of handicap, as well as direct counselling with pupils. In general this type of work is complementary to that undertaken by the Specialist Teachers, and the Psychologist is only concerned on an individual basis with those pupils having difficulties of such a nature as would require the special expertise of a Psychologist. In all cases, referral to the Psychologist is through these Specialist Teachers who have already conducted a preliminary investigation. Indeed much of the consultation work referred to above would involve discussion with the Specialist Teacher concerning those individual pupils whose problems would be of such a nature that they would not warrant direct referral to the Psychologist.

Work with groups of school staff

In recent years Educational Psychologists have increasingly been invited by schools to advise members of their staffs on various aspects of the school's provision. In many schools, especially those with more than 400 pupils (which represent large schools in the Irish context), there are formal structures (e.g., Form Masters, Year Teachers, etc.) with particular responsibility for the adjustment and general well-being of pupils in the schools. This concern of the school is often called the "pastoral care" function, a term which is also current in Great Britain. The work of the Psychologist in this respect, therefore, ranges from advice to small groups of staff on such matters as the provision of these "pastoral care" services and guidance and remedial programmes, to providing general advice to the whole school staff on aspects of the psychology of education. The presence of a Psychologist in the school also frequently

tends to "spark off" a considerable volume of informal discussion between individual teachers and the Psychologist. The importance of the staff-room coffee break should not be underestimated.

Inservice training

Educational Psychologists, particularly those working in the Department of Education, have a considerable involvement in the inservice training of teachers, especially the Specialist Guidance and Remedial Teachers. All second-level Remedial Teachers are trained on an inservice basis by the Department of Education's Psychological Service. In addition, a large number of short-term summer courses and seminars are organised in order to help these people to maintain and improve skill levels; to introduce new areas of interest; and to familiarize, for example, School Principals with new developments in the psychology of education. In addition, Educational Psychologists contribute to a large number of other teacher training courses.

Other work

Because of the relatively large number of small schools in the country, a very important part of the Educational Psychologist's work is to serve in a liason capacity both between individual schools and between these schools and the out-of-school support agencies. The Psychologist is often the only liason person serving between the school and pupil referral agencies such as Child Guidance Clinics, which may be located many miles from the school. The Psychologist can also provide a valuable liason service between the school and a variety of other agencies such as the following:

- The Industrial Training Authority
- The National Manpower Service, which is responsible for the occupational placement of students as they leave school
- The National Rehabilitation Board, which provides specialist training and support services for physically and mentally handicapped pupils.

The Psychologists working from the Department of Education also provide a liason service between the Department and the individual schools. Here, of course, the Psychologist's link with the general Inspectorate is of considerable importance.

Educational Psychologists in Ireland work within large organisations (especially those working for the Department of Education) and therefore

they also have their normal quota of administrative duties. It follows that the Psychologists in this Department also have an important advisory function on matters of general educational policy or concern to the broad field of psychology.

As has been mentioned at the beginning of this section, it is difficult to indicate the relative priority assigned by individual psychologists to these various goals and functions. As would be expected the principle debate is between the advocates of the direct intervention approach, where the Psychologists would spend most of their time working with the pupils, and the indirect intervention approach, where the Psychologists would spend the majority of their time working with teachers and others concerned with the pupils' welfare. To date it would appear that the latter approach, that of working through in-school personnel, is the predominant pattern. However such a method of operation presents difficulties for some Psychologists in that it can lead to an apparent diminution of some basic psychological skills. It seems likely that the future will see a combination of both approaches used within school services.

Training and organisation of Educational Psychologists

At present there is no specific training for Educational Psychologists in Ireland other than the normal basic training for all professional Psychologists. This basic training, which also serves as the requirement for membership in the Psychological Society of Ireland, consists of an Honours Primary Degree in psychology. Basic training courses for Psychologists in Ireland are similar to those available in Great Britain and provide a foundation in both the theoretical concepts of psychology as well as its practical application in such settings as clinical practice, psychometrics, and counselling techniques. It is likely that specialist training programmes for Educational Psychologists as well as for Clinical Psychologists will become available within the next few years. Several Universities are interested in developing Masters Degree level programmes and the Psychological Society of Ireland preparing proposals for courses of this kind. The basic requirements for recruitment to a post as an Educational Psychologist are a basic Honours Degree in psychology and either a number of years of teaching practice or postgraduate experience in psy-

chology; preference has been given to the work directly in the area of education. In practice, therefore, most Educational Psychologists in Ireland have had teacher training as well as teaching experience. This has been true largely due to the fact that the primary training course for Psychologists wishing to work in education has been a postgraduate diploma in psychology and most people seconded to this program by the Department of Education have been practicing teachers. However, in recent years the majority of entrants to the profession have been students with basic primary degrees in psychology and new patterns of experience for such graduates are required if they are to enter the field of Educational Psychology. In this connection it is worth noting that over 30 Psychologists are currently working as School Counsellors, suggesting a possible new avenue into Educational Psychology.

As has been noted earlier, the two principle employers of Educational Psychologists are the Department of Education and the City of Dublin Vocational Education Committee. The latter organisation employs four full-time Psychologists to serve its schools. The Department of Education presently has 22 Psychologists working in seven regional centres throughout the country. These latter Psychologists are employed on a basis comparable to that of the Inspectorate of the Department of Education and have similar salaries and conditions of work. The Psychologists working in the City of Dublin have salaries similar to those of Principal Teachers in the Committee's schools, although their conditions of work are somewhat different. In practice both groups have broadly similar salaries, though the structure within the two services are different, there being relatively few senior posts within the Department of Education Service.

The policy of the Psychological Society of Ireland

In 1974 the Psychological Society of Ireland published a policy document which outlined its proposals for the future role and development of psychological services to the schools. This document reflects the views of professional Psychologists in Ireland on the way in which psychological services to schools should develop and it is probable that it will form a basis for future planning in this area.

The document is at present under consideration by the Department of Education and by other authorities responsible for education in Ireland. The following brief summary of the main recommendations of the document does not do justice to the richness of detail contained within it, but it is of particular relevance to a description of current thinking on School Psychology in Ireland.

The document begins by identifying the aim and orientation of psychological services to schools and defines these as being that of "mediating to schools the psychological findings and insights which are relevant to the education and development of children and applying or helping others to apply this knowledge." The document argues that psychological services to schools should concern themselves with all children including problem children because "a service primarily directed toward (problem) children will, in practice, tend to be almost exclusively concerned with this group." It further argues that because of the shortage of Psychologists in the early years of psychological services to the schools, the focus of attention should be on working with teachers, because if the Psychologist is concerned with optimising "the conditions of learning of all children, the most economical way to achieve this is to influence the attitudes and behaviour of teachers."

The report goes on to define the major areas in which a psychological service might contribute to education under the following headings:

- Counselling--which it sees as both work with teachers or Counsellors and with individual children.
- Educational retardation; mental, physical, and sensory handicap; and behaviour problems--where the main emphasis is on the analysis of individuals with problems.
- The preschool child--in this area it is argued that the Psychologist "should be directly involved in the development of preschool services within the community."
- Teacher education--which is considered under the three headings of basic teacher training, inservice training, and special training of people, for example, like the Specialist Teachers of the handicapped.
- Curriculum development and evaluation--where the Psychologist's con-

tribution is identified.

- Pupil assessment--the argument here is for the Psychologist to work as a consultant to schools, rather than to undertake basic psychometrist work for him/herself.
- Educational planning--this includes a reference to the role and place of the Psychologist within educational organisations.
- Research--in which a strong plea is made for the importance of research within the general functions of a psychological service to the schools.

The document then discusses the number of Psychologists it would envisage as being required to service the needs of schools in Ireland. It rejects the recommendations of the Summerfield Report (Department of Education and Science, 1968) of one Psychologist to 10,000 pupils by 1990 on the grounds that the role it feels should be played by Psychologists in Ireland is considerably wider than that identified for Psychologists in Great Britain and opts for the UNESCO (1956) interim recommendation of one Psychologist to 6,000 pupils. Such a ratio would imply the need for some 125 Educational Psychologists in Ireland.

The Psychological Society of Ireland's document identifies three broad principles which it regards as guidelines for the establishment of an efficient organisation of a School Psychological service:

- The service should be under professional control.
- Psychologists within the service should speak and advise with an authority based on professional competence rather than on administrative authority.

The organisational structure should give adequate representation to those who use the service.

Arising from these guidelines the document recommends a two-tier organisational structure. The first tier would be a regional organisation of psychological services which would be responsible for the actual provision of services in the schools. The second tier would consist of a central board "financed by the Department of Education but substantially independent of it, which would give overall direction to the service." The document makes the point that "professional control is urged, above all, to guard confidentiality" and goes on to say that the "confidential

information must be stopped at the lowest possible point in the structure.

The remainder of the document is concerned with qualifications and training and with links with other groups. Its recommendations concerning training are that the minimum qualifications for entry shoud be eligibilit for graduate membership into the professional society. It further adds, however, that Psychologists entering the service should normally be seconded for postgraduate training. "It is considered desriable but not essential that people entering the service should have trained as teachers." The professional organisation commits itself to urgently seek the provision of adequate postgraduate courses in Educational Psychology. In discussing links between psychological services to schools and other groups the document argues for very close relationships between the service and other agencies interested in young people; e.g., public service agencies; and voluntary agencies in churches, clubs, and societies; etc. It suggests that its proposed regional structure would facilitate these kinds of links.

The document has only been in existence for some two years and it has already sparked off a considerable amount of discussion amongst Educational Psychologists. It has also been of very considerable assistance in clarifying the aims and goals of Educational Psychology. While the pattern that will emerge in the future will probably be somewhat different than that outlined in the policy document, it seems certain that what emerges will have been very greatly influenced by the proposals in the document.

Future trends

Clearly the principle area in greatest need of school psychological services at present is that of primary education and it seems likely that a major expansion of services will occur in this area. Already some Psychologists working in the Department of Education are working in primary schools, largely in special schools for children with various learning and emotional difficulties. The problem is one of identifying the type of intervention that should be planned. Here, again, the problems posed by the very large number of small primary schools appear to militate against the concept of trained Specialist Teachers mediating the

psychological service to individual children.

To a large extent the development of such an indirect intervention model in primary schools would be conditional on the development of local educational structures. Structures of this kind have been proposed in the recent past but the present economic recession has resulted in further consideration of them being deferred. The question of extending counselling services to primary schools is also a matter of discussion. The current concept of extending career education down into the primary schools has excited some interest; it seems probably that some experiments in the provision of these kinds of services will be undertaken in selected schools in the near future.

Increasingly, Educational Psychologists are being called on to advise and provide consultation for and in some cases to develop programmes for children with special difficulties, for early leavers, etc. Therefore it seems likely that in the future Educational Psychologists will play an increasing role in programme design and development and that they will become involved in implementing these programmes in close cooperation with the teachers in the schools. Clearly one of the difficulties inherent in any peripatetic form of service is a dislocation between the members of that service and their teacher colleagues working in individual schools. Developments in the area of programme design and implementation would go a long way toward maintaining links between a supportive school psychological service and the schools served.

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SCHOOL PSYCHOLOGY FOR SCHOOL-AGE POPULATIONS IN BELGIUM

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Historical background of psychological services

The first Vocational Guidance Office opened in Brussels in 1912. However, even before this and beginning in 1908, a Pedotechnical Society had existed and had already begun to deal with the problems associated with providing adequate vocational guidance. Starting in 1911, adolescents had been able to seek work through this office, which operated more-or-less as a placement bureau. And thus it was that one year later, under the strong leadership of A. Christiaens, this office became the first Vocational Guidance Center in 1912. The famous O. Decroly was a close collaborator with Christiaens; together they showed constant concern and respect for the social prerogatives of the individuals with whom they worked.

Although the activities of this Center were interrupted during the First World War, they were resumed at the end of 1918. In 1919 the activities of this Center were placed under the authority of the 19 "communes" or districts in the City of Brussels under a larger plan to decentralize service.

In 1925 the union movement, which was just beginning to emerge, began to support the cause of improved vocational guidance. This led in 1928 to the founding of the first Free Vocational Guidance Service. One of its unique factors was that it provided a mobile service. Although, once again, Christiaens provided the primary leadership, in this effort his collaborators were P. Carcet, J. Meert, and F. Thonet. It is interesting to note that at this time the Free Vocational Guidance Services which were being offered were completely ignored by the Belgian Government. However, in February of 1936 a Royal Decree officially recognized what had become the National Center for Vocational Guidance. In addition to its many other features, this Center had its own library and began a program of directly training counselors to provide vocational guidance.

Another Royal Decree, this time in August of 1937, regulated the or-

ganization and operation of other similar offices which were seeking state recognition at that time. This movement has proven to be extremely useful because it introduced and defined appropriate professional standards and techniques. As a result of this decree, these organizations began to be required to conform to certain internal regulations and to make an annual report of their activities to the government. These offices were able to expand rapidly between the years of 1937 and 1940 but were once again suspended due to the Second World War.

By the year of 1947 there were 67 of these Centers in operation and within another year, 11 more were opened up. At this time, the country had one Vocational Guidance Center for approximately every 100,000 inhabitants.

May of 1949 has also proved to be an important date. In order to bring a full range of psychological, health, and social assistance programs to school children, the Government created a new service called the "Psychological, Medical, and Social Centers" (PMS). It was in this series of centers that the first School Psychologists in Belgium started to work. Within the next 10 years, 22 additional PMS Centers opened their doors. They generally had, in addition to the School Psychologists, a Vocational Guidance Counselor, a Social Worker, a Doctor, and a Nurse on their staff. The Vocational Guidance Counselors were all ex-teachers with 10 or more years of teaching experience who had also gone back to school to take additional training in psychology.

In 1953 P. Harmel, who was the Minister of Education at that time, appointed a "Commission of Inquiry" which consisted of two University Professors and a Doctor. Its purpose was to inform the government about the efficiency of both the PMS Centers and the Educational and Professional Guidance Services which were in residence at that particular time and to suggest possible improvements. Following the recommendations made by this Commission of Inquiry, the Ministry created a Professional and Vocational Guidance Governing Council which was divided into two parts, one for the public and the other for the private sector, but both of them were to receive state subsidies.

The approach of these new programs provided services in vocational/educational guidance in three phases:

The initial phase consists of a preliminary examination at the beginning of elementary school years.

The intermediate phase, which also took place during the elementary school years, consists of routine testing and close collaboration with the teachers as well as a professional and educational guidance interview at the end of the elementary school experience.

In the final phase, the complete interview is repeated at the end of compulsory schooling which, in Belgium, is 16 years of age.

It is interesting to note that these services, both in the public as well as in the private sector, were not authorized to provide any form of direct medical or psychological treatment or therapy. These services did not take place in school buildings and were completely independent of educational services. The conclusions that were included in the final report took the form of a list of suggestions to be followed by the school and by the student; the PMS Centers did not attempt to make isolated decisions about the educational program.

Little by little, additional staff was added to these Centers. Another Royal Decree in May of 1956 further specified regulations for the organization of these PMS Centers as well as for the Educational and Professional Guidance Services. These regulations tended to be overburdened with restrictions and were generally seen as unsatisfactory by professionals who were concerned with the efficient administration of psychological services.

In November of 1958 the major Belgian political parties got together and signed an Educational Covenant. This essentially took the form of a "gentlemen's agreement" between these political bodies, thereby making a contribution to the improvement of education and to better integration of pupils into the Belgian schools. This was followed by a draft of a law in 1960 concerning the PMS Centers and the Professional and Educational and Vocational Guidance Services which was eventually approved by the Legislative Chambers.

In August of 1962 still another Royal Decree recognized the existence of two basic types of services: the "Centres" or Centers and the "Offices" which could be translated to mean the Agencies or Bureaus. This established the organization which is still in use today which is as follows:

The Psychological, Medical, and Social Centers:
- The state PMS Centers
- The Provincial PMS Centers
- The PMS Centers supported by Local Districts
- The Free PMS Centers

Educational and Professional Guidance "Offices" or Agencies:
- The Educational, Professional, and Vocational Guidance Services provided at the Provincial level
- The Educational, Professional, and Vocational Guidance Services provided at the District level
- The Free Educational Professional, and Vocational Guidance Services (Pasquasy & Simon, 1972).

The teaching of Psychology in Belgium

In most universities, Psychology continues to be taught as primarily a philosophical subject. Even to this day the philosophical problems concerning the psychic or behavioral life of man maintain a significant place in the teaching of Psychology. Starting with the end of the last century, however, there have been extensive developments in the application of both theoretical and experimental psychology to the field of teaching.

As an outgrowth of this movement to adapt psychology to the applied needs in Education, the first Department of Educational Sciences was created in 1919 at the University of Brussels. It was here that a small group of Psychiatrists started to study the problems of handicapped children and to relate psychological findings to this important topic. In 1923 a Department of Pedagogy and Educational Psychology was created at the University of Louvain. Since then, similar Departments have opened at Gand, Liège, and at Mons. Both of the fields of Child Psychology and Mental Testing as they are currently developed in this country began in and are now being taught in these "Psychology Departments", as they are now called. Starting in the 1950's, the teaching of Psychology has been extended into the other applied areas of Vocational Guidance, Industrial Psychology, and Clinical Psychology.

In Belgian Universities the Departments of Psychology grant two degrees: the "Licencié" and the "Docteur." The Licencie degree involves four years of study, the writing and presentation of a thesis, and a one-year training program under supervision. In addition, the Docteur degree involves the writing and presentation of a doctoral thesis based on original research and in some instances requires some more course work. Requisites, of course, vary somewhat depending upon the university.

It should also be mentioned that students can prepare for a career as an Assistant Psychologist. The responsibility of this professional involves primarily testing which is done under the direct supervision of a fully-trained Psychologist. Courses leading to the Assistant Psychologist career are offered primarily in Brussels and in Antwerp.

All five of the Universities in Belgium offer training programs in one or more areas of Psychology:

Université Libre de Bruxelles (Free University of Brussels)
Universite Catholique de Louvain (Catholic University of Louvain)
Universite de l'Etat à Liege (State University at Liege)
Centre Universitairé de l'Etat à Mons (State University at Mons)
Universite de l'Etat à Gand (State University at Gand).

The psychological profession within Belgium

The Societé Belge de Psychologie (Belgian Psychological Society) was founded in 1947 primarily under the direction of Professor Michotte who was supported in this action by a group of Psychology Professors in other Universities. The organization was designed to promote the scientific (i.e., nonphilosophical) study and utilization of this discipline. According to the first article of its Constitution, the Society's purpose is to: "bring together all those who, in Belgium, make Psychology the principle object of their theoretical research or of their professional activity." Another goal is to organize symposiums in order to coordinate the activities of its members and to preserve their professional interests as well as their social and legal working conditions. The Society has gone on to adopt a resolution specifying that the handling of psychological data and instruments should be the exclusive responsibility of

professional Psychologists.

The Belgian Psychological Society is made up of only university-trained Psychologists, that is, those who have received the Licencie or a Docteur degree (Nuttin, 1973). Since the 1960's, students of psychology have formed clubs and committees in an attempt to promote the creation of a Student Psychological Association at the national level but have as yet been unsuccessful.

In addition to the Belgian Psychological Society, other existing Belgian Associations of Psychology include:

- Association de Psychologie Scientifique de Langue Francaise (Association of Scientific Psychology of French Speaking Members)
- Association Nationale d'Orientation Professionnelle (National Association of Professional Guidance Counselors)
- Association Nationale des Psychologues Practiciens Universitaires (National Association of Graduate Practicing Psychologists)
- Association Belge de Behavior Therapy (Belgian Association for Behavior Therapy)

The most important single publisher and manufacturer of psychological materials in Belgium is Editest, which is situated in Brussels.

The Belgian Psychological Society publishes a Journal, Psychologica Belgica (The Belgian Psychologist) which provides articles in French, Flemish, and English. Another Journal is also available, Les Feuillets Psychiatriques de Liège (The Psychiatric Journal of Liege).

No clear statement of an ethical code and no specific legal prescriptions as yet exist to regulate the profession of psychology. Due to the fact that neither the title "Psychologist" or the utilization of psychological techniques are protected by law, the Belgian Psychological Society formally communicated with the Prime Minister in 1967. They urged that both they, as a profession, and the public, who are receiving psychological services, be offered protection under the law. Furthermore, it requested the Government to create a committee which would have the responsibility of helping to screen entrants into the profession of Psychology.

As of the writing of this article, official recognition of Psychol-

ogists has not yet been achieved. In spite of the high level of determination of the professional organization to fight for job satisfaction for its members and to inform and protect the public about the need for a high level of professionalism in Psychology, the official recognition keeps being postponed. The acceptance of a newly-protected profession is being resisted by certain other groups of professionals, especially in medicine and law.

School Psychology

The major activities of the School Psychologist in Belgium can be summarized under five headings: psychometric examinations, group testing, individual examinations, specialized examinations, and psychological guidance for parents and teachers.

Psychometric examinations. Requests come in from the teachers for this service which consists of the administration and interpretation of at least three general tests.

Group testing. A routine psychological examination using group tests is given at the end of Grade 6, just before the students move into the secondary schools. The goal of all routine group testing is to provide the schools with more information with which to help the student and to detect those pupils who would benefit from a more thorough, individual examination. If it appears indicated, the routine group testing can also be supplemented by a series of differential aptitude tests.

Individual examinations. The purpose here is to analyze specific problems presented by a given student, especially when the teacher identifies or suspects a problem. An individual examination usually consists of:

An intelligence test
Projective tests
Differential aptitude tests
An interview with the parents and/or the teacher.

Specialized examinations. This involves a complete psychological and physical examination of a handicapped child, especially those being considered for inclusion in a special class. It usually con-

sists of:

A specific medical examination (made by a Doctor)

An intelligence test

Projective tests.

Psychological guidance for parents and/or teachers. The French use the word "tutelle" which translates to "guidance", although this English word is also used at times and has about the same meaning. The purpose of this process is to communicate the findings in any of the above-mentioned psychological examinations to the parents and/or teachers of the child who has been referred.

During the academic year, in addition to the tests at the end of the 6th Grade mentioned above, there are several other routine psychological examinations given:

°Vocational guidance tests during the elementary years to be used as the basis for an interview as the student moves into the secondary school,

°Vocational guidance examinations in the secondary school,

°Other individual examinations are, of course, given whenever a teacher suspects a specific problem.

In order to be granted annual subsidies, the psychological services section in the PMS Centers are required to keep and submit a record of the points they have earned in relationship to the various testing and other psychological services done. Points are allocated as follows:

°A specialized examination for special education yields two points.

°An individual examination for a given child produces one point.

°Group testing supplemented by an examination of differential aptitudes of a pupil gives three-quarters of a point.

°Group testing, including appropriate guidance for the teachers or parents gives a half a point.

°Psychometric examination alone awards one-fifth point.

This bookkeeping system looks tedious; unsuccessful attempts have been made to get rid of what is considered by many to be an unpleasant task. Despite its inconveniences, it does represent a good way to know how many and what kind of psychological examinations and services have been rendered by Psychologists at any specific time.

Under this system, the State, Provincial, Community, and Free "offices" or Educational and Professional Guidance Agencies are responsible for providing services to specific schools and have to achieve a minimum of 600 points per academic year. The small Psychological, Mental, and Social Centers work with units of school population of approximately 3,000 students and they have to achieve a minimum of 500 points. This minimum number of pupils is reduced to approximately 1,500 if there is no other Center within a distance of 25 kilometers. Although both the Centers and the Offices work directly with school populations, it is important to remember that administratively they are totally independent from the school systems.

The staff at these PMS Centers usually consists of a Director,(who is typically a School Psychologist), a Social Worker, a Doctor, and a Nurse. Additional members can be added to the staff if the caseload increases. As a matter of fact, however, caseloads have had a tendency to decrease as a consequence of a lowered birth rate. Belgium, which has the most dense population of any country in Europe, has had a significant decrease in the birth rate over the past few years. This is attributable to those reasons identified in other areas of Western Europe, e.g., extension of family planning, growing popularity of the contraceptive pill, etc. Whereas the number of births is on the decline, the death curve is holding steady or perhaps even showing a slight upward trend.

Although the personnel working in these Centers and Offices do not have a separate organization, there is a journal for them in the Bulletin de Psychologie Scolaire et d'Orientation (Bulletin of School Psychology and Vocational Guidance). In 1945 there was a combined total of approximately 250 School Psychologists, Assistant School Psychologists, and Vocational Guidance Counselors. By 1965, this total number had increased to about 600 and by 1975 it had increased once again, this time to abqut 800. It is predicted that by 1980 this number will be about 850.

Some psychologists who are serving school-age children are also working out in private practice, completely outside of the school system. In this setting, it is important to note that psychotherapeutic methods are used on a much reduced scale. The psychoanalytic approach has developed a great deal over the past years and the Freudian nucleus

can still be clearly observed. The behavioral approach grew up around the University of Liege and is primarily composed of theoreticians. Other approaches are known and under study; a few nonprofit organizations have taken up the teaching of these newer methods. Among these techniques, the ones working with groups seem to be the most popular.

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SCHOOL PSYCHOLOGICAL SERVICES IN THE CZECHOSLOVAK SOCIALIST REPUBLIC

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Introduction

Within recent years in the Czechoslovak Socialist Republic (CCSR) the main emphasis has been placed on modernizing and improving the efficiency of the instructional program. This has been done both from the point of view of developing the basis for major scientific and technical changes as well as to provide for the tasks demanded by a socialist society. The educational demands of youth have increased in recent years to such a point that the teacher, with present methods and working techniques and without help from other scientific disciplines, cannot be expected to be successful.

The importance of this educational change has led to excessive demands on educators and to the gradual realization of the possibility and/or opportunities of using psychology to solve wide-ranging, complex problems within the school. All of this has been realized in both the spirit and intent of the latest documents of the Communist Party of Czechoslovakia.

The Ministry of Education has also been very much aware of these conditions. This is evident from the fact that there has been a system of educational-psychological counseling developing in the CSSR for almost 20 years. Since 1967, the directions taken by the Ministry of Education have been to develop special programs to provide a system of special psychological care for children and youth and to establish regional and special educational-psychological institutions. Since 1970 the Ministry has also been building up a series of district services providing both educational-psychological as well as vocational guidance counseling.

In addition to the older thrusts of the educational-psychological counseling for youth with developmental and educational difficulties and the educational-vocational guidance and counseling, still another thrust in our country has been the development of psychodidactic counseling or consultation. The aims of this approach are to contribute, through the

knowledge and methodology of psychology, to the solution of large, complex problems regarding educational-psychological activity in the school. Work in this area attempts to solve specific didactic and methodological questions affecting teachers and pupils. It investigates the consequences and the effectiveness of the influence of the teacher on the educational process as well as the adequacy of the mental hygiene components of the total program. In these and other ways the psychologist is contributing both to an increase in the efficiency of the work of the school and to the harmonious development of all pupils.

Contemporary situation and problems to be solved

The current state of the art is characterized by the introduction and utilization of School Psychologists into the Departments of School Psychology in the District and Regional Offices which have been set up to provide Educational-Psychological Counseling. School Psychologists are not located directly in the schools with the exception of five experimental schools in Bratislava and two experimental schools at Kosice. It is in these experimental schools that the model of how a School Psychologist should be used within the framework of a socialist school is being developed and experimentally verified.

The specialized university preparation of School Psychologists has previously been provided by the Department of Pedagogical Psychology in the Philosophical Faculty at the University of Komentsky in Bratislava. In that program, Pedagogical or School Psychology was taught in conjunction with another subject such as mathematics or the teaching of English. Under this plan, it was felt that School Psychologists should spend part of their working time by teaching a regular academic subject and the rest of the time serving as a School Psychologist. This plan, which required the fulfillment of two roles, did not prove to be too satisfactory. School Psychologists currently spend five years in training, in which they specialize in the single subject of psychology. As such, the work of Psychologists in the school represents one of the areas of specialization within the broader area of Psychology in the university study program.

At the Primary and Secondary schools there are also a group of Ed-

ucational Counselors. After demonstrating successful teaching experience, the Counselors have been required to take and pass a two-year postgraduate program of study. In addition to the work in the area of the professional orientation of students, the Educational Counselors also have responsibility for working with both the retarded and the educationally talented. Although the work of both the School Psychologist and the Educational Counselor are closely connected and linked to one another, their jobs are not identical. The aims, means, methods, and techniques of their work are different. The primary focus of the Educational Counselor's activities is in the pedagogical sphere of instructional counseling, especially in the area of the professional orientation of the pupils. The focus of the School Psychologists, on the other hand, is on the special psychological activity.

Basic ideological position and content of School Psychological Services

The point of departure for the School Psychological Service comes from the basic principle that the specialized help of the Psychologist in the socialistic school must aid in the development of the new ideological, conceptual, and methodological basis of education. In order to understand this situation, it is well to keep in mind the following:

1. It is essential that School Psychological Services do not work in opposition to the primary task of the school, that of assisting in the vocational and personality development of the student, or with the primary educational/instructional function of the teaching staff.
2. It is necessary to develop special School Psychological Services in such a way that they will be consistent with the best findings of progressive psychology and will produce a harmony between the instructional program and the personality development of the child. In order to realize this objective, the diagnostic procedures used by the Psychologist must take into consideration both the changes in the environment as well as in the instructional program of the school. It must, through ascertaining the appropriate psychological level of children, assist the teacher to use the most appropriate pedagogical

methods.

3. The special Psychological Services must also be based on the premise that the instructional program is a positive social program which promotes the appropriate development of the child and encourages the learner to take an active part in the instructional program.

Within this framework, we in the CSSR are aware of the fact that although School Psychological Services do not come directly out of the instructional program they must, in the larger picture, be an integral part of the school's total instructional program. The way in which School Psychological Services are organized, however, it not as important as whether or not the progressive methodology used by the School Psychologist contributes to the realization of the over-all goals of education. Thus it is felt that the teacher and the Psychologist should have essentially the same view of the possibilities of the development of the child and that this be evidenced in both the external and internal conditions found in the educational program.

Due to the fact that the School Psychologist in the CSSR is a relatively new, developing profession, it is necessary to examine the experiences of similar workers in other cultural settings. This does not mean that we are planning to directly copy any of the foreign models because, in all likelihood, none of them will meet the specific requirements of furthering the goals and objectives of a socialistic school system. We do, however, use some of the progressive components of the models from well-developed capitalistic countries in developing the content of the work of individual school psychologists in our country.

Within the scope of the work of the individual School Psychologist, one finds reflected an integration of all three components of psychological counseling previously referred to: i.e., special instruction, professional counseling, and counseling in educational development. But it should be understood that the area of counseling activity does not constitute the whole job of the School Psychologist. From the inception of the profession of School Psychology, we see it as an established branch of applied psychology which, through the use of scientific/psychological techniques, provides information designed to aid in the optimal

development of the pupil. It also helps to make more effective the actual pedagogical/instructional program at both the special and professional levels and helps to improve the total educational climate in the broadest sense of the word.

From this it follows that the function of the School Psychologist is not completely in the area of counseling activity but is also made up of a large number of other types of psychological activities or psychological-correctional approaches which are designed to facilitate or make more effective the total educational process.

The three spheres which make up the content of a School Psychologist's Activities

We envision three major and one ancillary components to the work of the School Psychologist as follows:

1. The psycho-diagnostic sphere

   On the basis of psychodiagnostic methods the School Psychologist provides information based on scientific procedures which are designed to aid in the pupil's educational development. This is usually done in response to requests from the student's teachers or from his/her Educational Counselor. Special attention is given to the so-called problem pupils, i.e., behavior disturbances, learning problems, disturbances in emotional development, neurotic states, etc. Emphasis is placed on both the appropriate diagnosis and on the improvement of the educational program of the pupil who has been referred. In addition to working on referrals, the School Psychologist also is encouraged to use his or her own initiative to look for pupils who are likely to be underachievers or to have behavior problems in the school environment. The work of the School Psychologist makes it possible to identify some of these problems early and to suggest possible ways of alleviating contributing conditions. In some instances, the recommendation is made by the School Psychologist to place students in special classes or even in special schools.

   But the diagnostic work of the School Psychologist should not only be directed toward those students with developmental or

learning problems. Instead they should work with the entire population of pupils in a positive, preventive way which supports their optimal, total development. An example of this kind of work would be for School Psychologists to seek out, diagnose, and provide programs for: talented pupils, pupils going into special mathematics or language programs, or those who will be transferred to sport schools. When working this way, the functions of the School Psychologist can be used to enable the teacher to utilize more effective teaching methods with all students and to be more aware of the effects of the total educational program on the students.

2. The sphere of psychodidactics and psychohygiene

Through the use of the principles of psychology, the School Psychologist contributes to the total instructional program of the school. He or she takes an active part in the solution of such educational problems as the following:

a. The psychological aspects of instruction within specific school subject areas.
b. The question of how to evaluate pupils within the school setting.
c. The measurement of the effect of the relationship between the teacher and the pupil.
d. Ways of motivating pupils to study.
e. How to work with and instruct children with left-sided dominance.
f. Caring for pupils who come from socially disadvantaged surroundings. (In this case, the approach used is the effective application of compensatory methods of instruction and psychocorrection.)

To this sphere would also come the process of helping students find the areas of work most suited to them through the use of appropriate didactic tests. This sphere would also include the development and application of principles of mental hygiene not only directly as part of the student's instructional program but also as it permeates the total emotional climate of the school.

3. The investigative and research activity
   The School Psychologist, in cooperation with District and Regional Psychological Counseling institutions or departments, also engages in investigative or research activities designed to find solutions to the many problems facing the school. This phase is essential for the further successful development of the total instructional program of the school. The Psychologist publishes the results gained from these investigations or research and works toward the effective use of the research findings in the everyday instructional activities of the classroom teachers. With activities of this type the School Psychologist is able to extend the influence of his/her work beyond that found in direct counseling with students.
4. The educative function: dispersing psychological information
   The School Psychologist is also intensively engaged in helping others in the school to learn more about how psychology can help to improve the educational process through a variety of techniques such as lectures, talks, press releases, television appearances, and publications. In this way he or she increases the level of psychological and pedagogical sophistication of the teachers, students, and their parents. This is also one of the ways that School Psychologists contribute to the development and utilization of a coherent set of educational principles which can be effectively used by all teachers. Thus they are also able to increase their effectiveness beyond their own, direct, psychological work.

Conclusion

The Psychological Services in the Czechoslovak schools are still very much in the developmental stages. The necessity for providing for School Psychology services is beyond the discussion stage and into the stage of experimental verification. The over-all objective adhered to by the school in the socialistic society is to aid in the many-sided personality development of all pupils in relationship to their ability and circumstances. In line with this objective, we are working hard to im-

prove and to explain the new conceptual and theoretical basis for the application of these services within the setting of the socialist school. There are many serious problems and projects requiring the investigative skills of School Psychologists and other educational workers. It is anticipated that in the forthcoming years, these services will become better developed and that the School Psychologist will be able to play a significant part in helping to solve the hard problems which are currently faced by the Czechoslovakian schools.

EDUCATIONAL GUIDANCE AND SCHOOL PSYCHOLOGY IN SWITZERLAND

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Introduction

In Switzerland, Psychologists working with children and adolescents have many titles: Educational Counselors, Psychotherapists for Children, School Psychologists, Psychologists for Adolescents and Children, etc. It is extremely difficult to describe their activity in a summary article. So far as we know, one of the first Educational Guidance Offices in Europe was created in 1920 in Berne, Switzerland. Unfortunately, up until the writing of this article, the development of the use of School Psychologist/Educational Counselors in the various cantons and communities has not been carefully analyzed. No one actually knows the multitude of private, semi-private, and public institutions using psychologists to serve school-aged populations.

It was not until 1975 that the Vereinigung Schweizerischer Schulpsychologen und Erziehunsberater (the Swiss Association of School Psychologists and Educational Counselors) began this work. The VSSE, the official association of academically trained Psychologists working with school-aged children, began to make an attempt to systematically collect all of the legal descriptions which authorize and define these diverse functions. As of the writing of this article, we have only partially been able to reach an official agreement about what constitutes the job description of the Educational Counselor/School Psychologist. The last few pages of this short paper have led to especially animated discussions on what the different roles are or should be. In the absence of an official statement, it has been necessary for us to simply express our own point of view with regard to particular issues on the role and function of School Psychologists/Educational Counselors in Switzerland.

Social and political conditions in Switzerland

Switzerland is a small country with a Federal government giving a high degree of autonomy to the community level and where each of the 25 cantons exercises a strong legal independence. This is true not only with educa-

tion but also in the sectors of public assistance and public health. In a small country with several major, different religions and with four major different, spoken and written languages, we have come to see this diversity not as a hindrance but rather as a way of life. In many of the cantons the school board and its staff are also granted a high degree of autonomy. The Educational Counselor/School Psychologist could in no way be considered a direct employee of a Swiss ministry of education (which, in fact, does not even exist). Instead, he or she is an independent worker who must establish and maintain close contacts with the various social and legal agencies with which he or she must work and with whom they must establish a firm feeling of mutual confidence. We do not think that comparable field conditions exist in any other European country.

The legal bases for psychological functions

Similarly, the legal bases for the activities of the Educational Counselor/School Psychologists are also extremely heterogeneous in Switzerland. In some cantons, for example, the School Psychologist is even legally considered to be an auxiliary medical worker. In such cases this professional works exclusively under the authority of the Chief Medical Officer, frequently in administering, interpreting, and utilizing both group and individual achievement tests. In other cantons, however, the school law provides for a larger range of functions so that in these settings the School Psychologist/Educational Counselor can act independently in behalf of the broad welfare and development of children and adolescents, both inside and outside the school. These are just some of the reasons why, even in a small country like Switzerland, you will find a wide variety of different professional activities. A function might well be carefully documented in the legal structure of one part of the country while at the same time it is simply permitted to take place in still another part.

Training

Opportunities for training in a variety of specialties within psychology can be found in Basel, Berne, Freiburg, Geneva, and Zurich; training with a more specific orientation toward Educational Counseling and

School Psychology can only be found in the training programs at the Universities of Berne, Freiburg, and Geneva. In the French-speaking part of Switzerland, the curriculum used in the Universities tends to be very well coordinated, as opposed to those in the German-speaking part. Unfortunately, neither the title of "Educational Counselor/School Psychologist" or even the broader term of "Psychologist" are legally protected in this country either in the school or within the larger community. This makes it possible for people with no University degree to hold themself out as a "Psychologist."

The VSSE professional association

VSSE, the official organization of School Psychologists/Educational Counselors, has only been in existence for approximately seven years. This organization, which only has an informal connection with the Swiss Association of Psychology, currently has about 120 members. It coordinates, whenever appropriate and possible, the on-going discussion about ethical standards and the delineation of professional interests, but primarily in the German-part of Switzerland. The development of VSSE clearly reflects the previously mentioned concern over the delimitation of the role and function of the School Psychologist/Educational Counselor. The relatively specific purposes once held for the School Psychologist are currently being carefully reviewed with the hope of revising the existing laws and regulations in a way which will strengthen this function. Such an exercise may well make it possible to attract the expertise of other professionals who are offering psychological services to children and adolescents. One of the main objectives of this exercise is to define and consolidate the professional expertise and autonomy of the School Psychologist/Educational Counselor as it interacts with and is being affected by the authority of the schools, the medical doctors, the insurance programs, and the legal system. At the same time, VSSE is attempting to establish meaningful international connections, especially with the German Psychologists and with the English Educational Psychologists. Even in this important task, we are just now at the beginning. Wider and less formal international contacts were made on the occasion of the First International Colloquium in School Psychology which took place in Munich in July of 1975.

As has been previously indicated, the VSSE is currently organized to coordinate the functions for the German sector of Switzerland. Since 1975, however, we have made an effort to cooperate more fully with our professional colleagues in the French sector. As of this writing, this has only partially been realized. The French-speaking cantons have traditionally strongly emphasized their autonomy; this probably reflects an old European problem wherein minorities tend to feel that they will be overrun by larger groups, in this case, by German-speaking Psychologists. Even though two psychologists might have studied in the same University, it is extremely difficult to attain mutual understanding when professional and philosophical differences are fostered by the different working conditions in the different cantons. Anyone who has personally experienced this frustration will tend to be more cautious in their expectations of the possible outcomes of international cooperation.

The number and status of Educational Counselors/School Psychologists

There are no accurate data on the number of psychologists working with the school-age populations. Many psychologists work with children and adolescents but also perform a wide variety of other functions such as vocational guidance, therapy with alcoholics, marriage counseling, etc. This multi-faceted professional picture is also typical of the Swiss Educational Counselor/School Psychologist. The best estimate available, however, indicate that there are between 300 and 350 psychologists essentially specializing in work with this age-population. By including another group of professionals who also work with this group but do not necessarily specialize in that area, the number would approximate 400 to 500. In the heavily populated areas such as Basel, Berne, Geneva, and Zurich, as would be expected, there are a great many such professionals with a great deal of specialization. A few of these professionals are engaged in private practice. Since provisions for the financing of psychological services for this population are only rarely provided for by health and disability insurance programs, the great majority of these professionals are employed by the various cantons or communities. In general they tend to be paid at the level of an experienced teacher in a Swiss secondary school or gymnasium. Fortunately,

at this time only those psychologists who have a university degree are being hired by the public authorities. Although a preference is given to those who have been specifically trained to work with school-age populations, those who have been trained in other areas of psychology are also sometimes hired. There has been a considerable amount of demand over the last few years for Educational Counselors/School Psychologists, although this may change in the future. A number of these professionals have been employed both in the hospitals and by the doctors to work as medical assistants and, in some instances, they are working primarily in research. These people are also being found more and more as Directors of small homes and institutions serving specific types of populations.

Current practice and developing trends

In their first stages of professional development, Educational Counselors/School Psychologists worked almost exclusively with individual children and adolescents. After decades of both practical experience and research it is now possible to prove that the foundations upon which thi guidance and therapeutic service is based, does protect these young people from developing more complex problems or even relieves them of these difficulties altogether. Depending to a large extent upon the canton in which he or she works, the psychologist works primarily with schools, school boards, and directly with parents. The expertise with which he or she makes decisions which help students with personal, social, or vocational choices still represents the basic thrust of the psychologist's work. As would be expected, this type of work with individual students has the greatest amount of legal authorization and support.

Although this work with individuals is supported and appears to be effective, one must raise questions about the most appropriate way for our profession to develop in the future. In view of the many larger problems to be solved, for example, should not the School Psychologist/Educational Counselor attempt to work with total school systems, to train parents, to collaborate with other social services, etc. to try to prevent the establishment of many of these problems? Although this question has been raised in many segments of Switzerland, it has not as

yet been resolved and the debate continues. Of one thing, however, we can be certain: these professionals have already begun to have an influence on the total school system.

As a profession, however, we are faced with a variety of problems which will tend to negate the School Psychologist/Educational Counselor's effect in his or her role as an expert. More and more, for example, we are faced with problems which will be resolved essentially on the basis of the value judgments of specific individuals or on the basis of political expediency. More and more we will be dealing with problems in which, even though there is a considerable body of scientific data available, professional opinions will continue to differ widely. Considering the state of the art, the question before us is: As psychologists in the schools, should we limit ourselves or attempt to move into these new areas? It is our feeling that by allowing ourselves to define our profession too narrowly we risk the effects of both inefficiency and dehumanization in our profession, much the same as has occurred in the field of Western medicine. Specialization, however, appears imminent.

Once again the Swiss Educational Counselor/School Psychologist must realize that there is little concensus on what form the profession should take in the future; variations on this theme appear to be essentially related to the views and values held by those making the predictions. It seems likely, however, that if the professional association in Switzerland attempts, at this time, to define the application of School Psychology too precisely, it will either create high levels of personal tension in its members or will split the organization into highly divisive factions.

Those who feel that professionals should have a high level of trust in each other will regret the fact that we cannot resolve this dilemma. We do feel, however, that the debate has been helpful and furthermore that it will hopefully move forward in a very positive way. Whether good or bad, this dilemma is, in our opinion, a mirror of a small country which has had to grow up through a century full of compromises. We must continue to ask ourselves, Will the strength and expertise of the profession be sufficient for the demands that will be made on it in the foreseeable future?

Further developments in the training programs

It is well known that there has been a strong research tradition in the field of Child Psychology in the Universities of Switzerland. It is regretable, however, that the results of this research have not found their way into actual practice. It is our feeling that research which is more flexible and that measures the values of existing opposing views is more likely to produce helpful, practical results. The belief once held that basic empirical research in psychology would produce results that would last through all time is rapidly dying. Despite this all-important trend, however, one finds that most of the training of Educational Counselors/School Psychologists is still strongly tied to the traditional concepts of psychological research in which the conventional, scientific criteria of statistical significance prevail. The transition from training to practice continues to be extremely difficult; a new cycle of training methods is just beginning. We must ask ourselves Is it sufficient to base one's actions on "bon sens" (common sense)? Does the training program have more than just ritualistic value? These questions and others lead us, as a profession, to a point where we feel that it is essential that we get more practical components into existing training programs. In short, we are searching for a variety of methods which have a "second order relevance" that will give us much-needed practical information. This information will help us be more effective in assisting students to make better personal decisions and will also provide us with information about the usefulness of the therapeutic methods we are using.

Conclusions

We have described the unsettled quality that currently exists in the profession of Educational Counseling/School Psychology in Switzerland. Our profession is becoming increasingly better known to the public today both because of our larger numbers and because of the effects of the mass media. We are, however, still uncertain about the limits and the critical issues facing our profession both for today and for the future. Related professional groups such as Social Workers, Social Pedagogues, but especially the Child Psychiatrists, are occasionally troubled by the heterogeneity of our profession. At times this factor leads to heated

debates with our colleagues, especially the Child Psychiatrists. The dialogues tend to either staunchly defend the past or aggressively seek future changes, depending primarily upon the sector within the country from which one comes. These debates are particularly heated in those heavily populated areas where there are large numbers of Child Psychiatrists. In general it is evident that the French-speaking sector tends to adhere more to the concept of the importance of the medical profession. Finding agreement in this troublesome area has traditionally not been possible, although open communication is steadily improving. We are now at the stage where we are both opening up communication with and cooperating with Social Pedagogues, Pedagogues for Exceptional Children, Social Workers, Pediatricians, as well as with Child Psychiatrists. To add to the already existing complications surrounding the debate about who should provide services to school-age populations, we have in Switzerland since 1964 experienced a continuous decline in our birth rate. This factor is furthermore intensified by the migration of many of our foreign laborers out of the country. Once again, this endangers the interdisciplinary dialogue between the various professionals in a new, but as yet unspecified, way.

Note: While this article was in the final stages of preparation for inclusion in this book, and reflecting some of the issues so well described in this Chapter, on January 19, 1977 the VSSE changed its name and by-laws to become the Vereinigung Schweizerischer Kinder- und Jugendpsychologen or the Association Suisse des psychologues pour enfants et adultes (the Swiss Association for Child and Youth Psychologists).

PSYCHOLOGY IN THE SCHOOLS OF TURKEY

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A brief history of psychological services in Turkey

The short history of psychological services in the schools of Turkey dates back little more than 20 years, to the 1950's. The notion of such services was first recognized and formalized within the educational system by a decree of the Ministry of Education in 1953. In accordance with this decree, a center for psychological services was established in Ankara. A by-law of the Ministry of Education in 1958 stating the need for guidance and research in schools led to a change in the name of the psychological services center to a guidance and research center. It was later generalized to other big cities, and 15 such centers were instituted by 1965. Present plans include an increase in the number of these centers to 25.

The period between 1955 and 1960 marks the beginning of the guidance movement in Turkey. Within the framework of this movement psychological service in schools was defined as functions rendered by those who are employed by the Ministry of Education at guidance and research centers. The impact of clinical psychology was also beginning to be seen at this time when a few clinical psychologists joined the partially-formed clinical teams within the psychiatry clinics in some university hospitals. Diagnostic testing and psychological therapy gained recognition and these two functions of the clinical psychologist were quickly generalized to all applied psychology.

A second force in the appearance and growth of psychological services has been the impact of the testing movement. Mental and educational group testing began in guidance centers and in schools; individual mental testing and personality assessment in psychiatry or mental health clinics quickly became a standard procedure. Initially and for some years thereafter, services offered at the guidance centers of the Ministry of Education were carried out by experienced and interested teachers who were briefly trained in guidance or educational testing.

Until recently, it has been rare to find a psychology major, a

trained psychologist, or a psychologically oriented professional in these centers or in schools. Among the experienced and interested bright teachers, some were sent abroad by the Ministry of Education for graduate training in measurement, psychometrics, guidance, counseling, and the like. Upon their return, however, very few stayed with the Ministry to continue psychological services. Most of these people sought and found either administrative positions in the Ministry or elsewhere that had more prestige and better salary or joined the staff of a university. As a result, well-trained and qualified professionals neglected service delivery, leaving the field to less qualified people.

Since services in the guidance centers and at schools were rendered by partially-trained teachers at the start, an educationa or pedagogical orientation was prevalent. On the other hand, services in the hospitals and mental health clinics (or dispensaries) reflected psychological or psychiatric orientation, just as has been true in Europe and the United States. Recently, service professionals with full preparation in psychology, especially graduates of psychology departments; have begun to fill positions in educational settings. From 1965 on, as new universities were established and more psychology graduates applied for jobs in the Ministries of Education, Health, and Social Affairs, there was pressure to create positions. This kind of demand gave rise to the recognition of psychology as an applied profession in government offices and in other institutions.

The meaning of psychological services in schools

The most widely understood meaning of psychological services in schools centers around testing and guidance activities. In a questionnaire survey that included 55 service professionals employed in guidance and research centers, private and public secondary schools, and in university and mental health clinics, the definition of psychological services generally included testing, guidance, and counseling. These functions were defined as "helping parents and teachers to identify and remedy educational, personal, or social problems of students." As in many countries in Europe, the emphasis is on the educational aspects of student characteristics, student needs, and problems. Clinical work empha-

sizing mental and personality assessment and therapy are carried out in psychiatric settings.

The term "school psychology" is a complete novelty even for the majority rendering services in schools or in guidance centers. Of the 55 respondents included in our survey on psychological services, only 16 indicated some familiarity with school psychology. For these respondents, a school psychologist was considered to be no different than a guidance counselor or an educational specialist working in schools. Any kind of special services rendered in schools was defined as school psychology. Anyone trained to deal with educational, vocational, and social problems in school was considered a school psychologist.

A description of the current status of psychological services

Inadequate orientation toward psychological services, lack of interest in forming professional (psychological) organizations, lack of professional literature, and limited funds and facilities (materials, buildings, etc.) for the existing services, portray the current status of psychological services in Turkey.

In an attempt to obtain a "realistic" view of the state of psychological services in Turkey today, the above-mentioned questionnaire survey was conducted. The questionnaire covered such topics as the definition, goals, and functions of psychological services; the institutions involved in the education and training of the psychological service professionals; the social and economic status of psychologists; and future projections for psychological services. It was sent to 55 respondents employed in nine institutions, including guidance and research centers of the Ministry of Education in 13 cities; public and private secondary schools in Istanbul, Ankara, and Izmir; and psychiatry clinics of the University hospitals in Istanbul and Ankara. The education of the sample ranged from the doctoral to the junior college (two-and three-year) level; the areas of specialization included psychiatry, psychology, sociology, social work, pedagogy, guidance-counseling, and special education.

Who are the psychological services personnel; where are they employed?

Professionals rendering psychological services are psychiatrists,

psychologists, sociologists, social workers, guidance teachers, and educational specialists. They are primarily employed by one of the following institutions: (1) guidance and research centers of the Ministry of Education, (2) public or private secondary schools, (3) psychiatric or mental health clinics of a university or of the Ministry of Health and Social Affairs, and (4) psychology or counseling departments in the universities. Except for those employed in guidance and research centers, the majority of the service professionals work in the two biggest cities of Turkey, Istanbul and Ankara.

The majority of service professionals are employed by the government and are paid according to a regular fixed salary, with nominal annual increments. The level of education of the degree held, the number of years of professional experience, and the ministry one is employed by are important factors in determining the salary. The Ministry of Health and Social Affairs, for instance, pays higher compensation than the Ministry of Education. As a result, while those working in the guidance and research centers or in public or private schoos are paid like teachers, others working in psychiatric or mental health centers receive considerably higher salaries than their counterparts in the Ministry of Education.

How many psychological services professionals are there?

Based on records of (1) those presently employed at the guidance and research centers of the Ministry of Education, and (2) membership in the Turkish Psychological Association, the Turkish Association for Psychiatric and Neurological Sciences, the Association for Educational Specialists, and the Turkish Foundation for Guidance and Personal Training in High Education, the number of psychological services personnel is estimated to be around 300. More than half of this group work with students. At best, however, the numbers cited here are estimates and need verification through systematic surveys.

Where and how are psychological services personnel trained?

Universities and traditional junior teacher's colleges are the two main institutions where service professionals received their training in the past. A more recent trend has made the university level of edu-

cation the sole source for training personnel. Our survey results revealed that 85% of the respondents graduated from a university and 15% from a junior teacher's college. Out of the university graduates, 34% were trained at the University of Istanbul, 21% at Hacettepe University, 16% at Ankara University, 10% at the Middle East Technical University, and 5% at universities in the United States.

Until 15 years ago, education and training for psychological services were offered at pedagogy, education, and psychology departments of Istanbul and Ankara universities and the teacher's colleges. As new universities and other higher education institutions have been established, the number of training programs has increased and the quality of training improved. Today, educational training at different levels can be obtained in the following programs and institutions:

The Department of Social Sciences, Middle East Technical University, Ankara

The Departments of Psychology, Psychological Counseling and Guidance, Education, and Social Work, Hacettepe University, Ankara

The College of Education and the Department of Philosophy, Psychology Division, Ankara University, Ankara

The Department of Psychology, Istanbul University, Istanbul

The Department of Social Sciences, Bosphorous University, Istanbul.

Bachelor degrees can be obtained at all of these institutions. Master degrees are offered in only a few, such as Hacettepe University and the College of Education of Ankara University. There are doctorate programs at the Universities of Istanbul, Ankara, and Hacettepe. The doctorate in Clinical Psychology is offered at Istanbul and Ankara Universities and at Hacettepe University the doctorate in Clinical and School Psychology are both offered.

The level of educational training and degrees held by the present service professionals were queried in the survey. Of the respondents, 29% held the BA, 26% had an MD or a PhD, nine percent were at an intermediate level between an MA and PhD, and 19% held the MA. A small group of about 15% had graduated only from two- or three-year junior college programs.

Doctoral level preparation was preferred by 45% and masters level

by 42% of the survey respondents as the ideal level of education and training for psychological services professionals. Few expressed satisfaction with the BA level of training.

Psychology was the major area of specialization for 41%, pedagogy and education for 27%, psychiatry for 15%, sociology for seven percent, and social work for seven percent of the respondents. Psychology was preferred by 76% of the group as the area of specialization. When asked to specify preference for specialties within Psychology, 39% indicated Clinical Psychology, 16% School Psychology, 19% Counseling Psychology, and two percent Industrial Psychology.

What titles do they use?

An indiscriminate use of the term Psychologist is striking among nonacademic, professional, mental health workers, and educators. When asked to specify in the survey questionnaire, about 50% of the respondents referred to themselves as psychologists, irrespective of formal training or area of specialization. Most of them preferred to be called Clinical Psychologists. Some used the title School Psychologist. Of the respondents 29% called themselves Education Specialists, 15% used Psychiatrist, and seven percent identified themselves as Counselors or Guidance Counselors.

When asked what they preferred to be called, the majority liked to be called Psychologist, either unspecified, or, when specified, Clinical Psychologist. Next in preference was Educational Specialist, Guidance Counselor or Guidance Teacher. Other titles mentioned by a few were Psychometrician, Sociometrician, Therapist, Social Worker, or sometimes Audiologist. Some of these titles probably reflect the respondents' basic training but in other instances they probably reflect a lack of familiarity with the areas of specialization to which they referred.

How do they function?

Counseling and therapy services together make up the most common function of these psychological services professionals aggregating 37% of the total. The survey results indicated that diagnostic testing and assessment are nearly as important, at 28% of the total services rendered. Guidance services contribute 20% of the total. The remaining 15%

of services include teaching, training, conferences, parent consultation, rehabilitation planning, and speech therapy.

Types of services and functions vary with the nature of the setting. For instance, in the Guidance and Research Centers of the Ministry of Education and in Mental Health Clinics, individual testing is emphasized. Diagnostic assessment, for purposes of identification and placement of exceptional children (the majority of whom are mentally retarded), is done in the Guidance and Research Centers and in Psychiatric Clinics. Decision for placement in one of 210 special classes for the mentally retarded is generally made by the Guidance Centers.

Work with the child and his/her parents (or rarely with his/her teacher) is often a one-time contact when diagnostic evaluation is completed or recommendations are made. Follow-up is rare, due either to large numbers of referrals (as in the case of University Mental Health Clinics), lack of facilities, or lack of training and orientation in such procedures.

Generally, the psychological services professional is seen as someone who works with the problem individual with emphasis on diagnosis and therapy. Preventive functions are rare and may easily be considered a luxury. Essentially, the service professional is alone and isolated in his/her work.

How effective are the psychological services personnel?

The issue of effectiveness can be viewed from several points: (1) the degree to which the number of referrals are answered within a reasonable period of time; (2) the degree to which referrals are taken up and strategies for remediation and relief are worked out; and (3) the degree to which preventive measures are taken. Our survey results indicate a feeling of dissatisfaction by the respondents with their own effectiveness. Out of the respondents, 55% indicated that it was not possible to answer the large number of referrals within a reasonable period of time and 65% did not feel that they were able to help the referred individuals attain long-term relief, to solve their problems, or to take proper preventive measures.

In general, 57% felt that even though they have some degree of effectiveness as agents of psychological services, they did not feel very

competent to do the job they thought they should. Five percent felt that they were not only being ineffective, they may even be harmful. Reasons given for lack of effectiveness were:

(1) Poor or inadequate education and training.

(2) Poor pnysical facilities (offices, buildings, materials to work with, etc.).

(3) Lack of institutional or ministerial regard or support.

(4) Poor salaries.

(5) Political interference.

Many felt that political and/or administrative pressures allowed them no professional freedom to make decisions about policy-making or independence in carrying out their functions as they wished they could. What little effectiveness there is, was attributed to one's attitude and spirit of dedication.

A strong feeling of professional inadequacy, a lack of ministerial support, and a feeling of helplessness were especially expressed by those employed at Guidance and Research Centers.

What is their professional prestige?

Although psychological services may be considered or regarded important, unfavorable working conditions make it difficult for the service professional to demonstrate effectiveness. Out of the survey respondents, 23% indicated that they felt they are an indispensible part of the community and they considered themselves highly regarded and respected by the public. About half of the respondents, however, felt that the public did not regard them highly as professionals.

Psychological services is a relatively new field of practice in Turkey. Initially, many entered practice without adequate educational training and background. A certification program either at the university or at the state level has never been accomplished. Lack of adequate preparation and lack of quality control have made it difficult for the psychological services personnel to demonstrate a satisfactory degree of effectiveness. Consequently, they could not gain public recognition and confidence. Salaries were low and what few openings for positions existed were generally filled by unqualified people. Gaining prestige be-

came more and more difficult until recently when universities began to establish better training programs. Now with better salaries than ever before and more openings for psychologists in various institutions, prestige is gradually being built.

What will happen in the next decade in the area of psychological service?

A rapid change in living conditions and a continuing industrial and social development in Turkey will force modifications in the philosophy of education. The ongoing series of not-too-well-planned modifications and adaptions in the curricula of schools and in entrance examinations at all levels of education has increased and will continue to increase the need for psychological services in schools, in the mental health centers, and in industrial settings.

Despite the need, and even some recognition of this need, for psychological services in the educational system, it is hard to say that psychological services will ever become a normal part of the school system in Turkey. In the survey 90% of the respondents predicted that applied psychology will become an important area of specialization and more people will go into the profession. Nonetheless, with growing school populations and growing concern related to social and educational change, there will not be enough Psychologists to meet the demand. An upgrading in the quality of education and training programs designed for psychological services was predicted by 85% of those responding. They felt this would take place when: (1) Universities began to take a more active role in formulating policies for selection, education, and certification and (2) when professional organizations became better organized, grew stronger or powerful enough to provide leadership in establishing policies on certification standards, on professional and legal rights-and-responsibilities, on malpractice, as well as on control against the misuse of materials, tests, etc.

As the quality of training and services rendered improves, professional and social effectiveness will be attained and better salaries will be offered to attract qualified service personnel. In this way, social recognition and professional prestige will be achieved. However, this is likely to take longer than a decade as the demonstration of professional

effectiveness will result from a slow, natural assessment of those making use of psychological services. The survey respondents hoped and "wishfully" predicted that better compensation wil be made available to improve salaries as is currently seen in the medical and technical professions in Turkey.

Summary

The history of psychological services in the schools of Turkey dates back 24 years and was first formalized by a decree of the Ministry of Education. A Center for Psychological Services was established in Ankara. It was later changed to a Guidance and Research Center, and the number of such centers increased to 15 in a short period of time. Approximately 150 Educational Specialists, Guidance Teachers, or Counselors are employed in these centers and provide services to all elementary and secondary schools in the country. Most of the centers, however, are located in the Western part of Turkey, with a few in the East and Southeast. Therefore, services cannot reach a large part of the student population, either rural or urban. The majority of students, teachers, and parents are uninformed about psychological services.

During the late sixties, a position called Guidance Teacher was established within the schools to render service to students. Lack of professional training and a poor administrative attitude toward these people prevented them from establishing themselves as an effective and necessary part of the school system.

In the larger cities there are a number of university psychiatric or mental health centers dealing with referrals on educational, social, and psychological problems of the student population. In working with such problems, psychiatric techniques have been more prevalent than has a psychological, educational, or psycho-educational approach.

The types of services rendered in guidance centers and in schools include mental and educational testing for purposes of identification and placement of atypical students, the majority being mentally retarded. Although emotional disturbances are recognized and sometimes identified, they are not dealt with in educational settings. At most, one-time counseling may be provided. In psychiatric or in mental health clinics psycho-

therapy is a common practice of the Psychiatrist.

Lack of awareness for, or apathy regarding, the need for psychological services for students exists despite years of observation and survey results on school problems at all levels of education. According to records of the State Institute of Statistics (1970), for instance, academic failure during 1965-66 was around 49% at the university level, 60% at the secondary, and 20% at the elementary level. Failure was higher in Law and Medical Schools (59 and 56%, respectively) than in Colleges of Literature and Arts, or Social and Natural Sciences. According to another source (Epir, 1974) school related problems constitute 50% of all the referrals made to a University Psychiatric Clinic, clearly pointing to a need for school psychological services. However, neither the quality nor the number of such services are adequate to meet the demand.

For a realistic description of psychological services in Turkey a questionnaire survey was conducted by the investigator. Respondents included 55 Psychologists, Psychiatrists, Counselors, Guidance Teachers, Education Specialists, Social Workers, and others employed for purposes of psychological services by the Ministry of Education, the Ministry of Health and Social Affairs, and several universities. Results showed that psychology in the schools is essentially in the form of guidance and counseling services. The term School Psychologist is either unknown or incorrectly conceived by a few who define it as synonymous with Guidance Counselor.

Other findings of the survey revealed that about 40% of the respondents had educational or pedagogical orientation in their work, 25% a psychological orientation, and the rest a social or psychiatric orientation. Lack of job effectiveness, lack of job satisfaction, and feelings of inadequacy were indicated by a large number of respondents. Reasons given were:

(1) Poor professional education and training.

(2) Lack of ministerial and institutional support and regard.

(3) Lack of physical facilities such as materials and office arrangements.

(4) Lack of social and professional prestige.

(5) Poor salary.

Many believe that training and certification policies could be worked out under the leadership of either well established professional organizations or the universities. They look to the future with hope, believing that there is only one way to go--up!

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PSYCHOLOGY IN IRANIAN SCHOOLS

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Introduction

If psychology is to be defined as a broad knowledge and understanding of the inner life of the human being, it has a thousand-year tradition in the history of Persia. As a branch of the scientific study of human behavior, however, it is still unknown to most Iranians today (Siassi, 1976). Psychology as a science of human behavior was not applied in the school setting in Iran until 1971, after the new educational system had been launched. Generally speaking, what is referred to internationally as "School Psychology" does not exist in this country. Qualified School Psychologists have not been recruited full-time at any level of the school system, nor has there been any training program for such purposes. Nevertheless, school Guidance Counselors with psychological training have been offering counseling services in the "Guidance Schools" since the new system of education was started in 1968. Subsequently, counseling and guidance has become a rather popular vocation for many of the university students who have a psychoeducational background.

Historical background

Until the third decade of the twentieth century, no one in Iran had heard of the great pioneers of psychology such as Helmholtz, Ebbinghaus, Galton, Wundt, Binet, Pavlov, Freud, and William James. Thereafter, the research studies of these psychologists on intelligence, measuring the human abilities, and many other important psychological topics had been taught in the Western universities of Europe and the United States, and gradually reached Iran (Siassi, 1976).

The first course of psychology ever taught in Iran was offered in the Faculty of Political Science in the early 1930's. At the same time, an "Introduction to Psychology" was added to the traditional course of philosophy which was taught in Darolfonoon, the first secondary school of Iran. Then a course on "Psychology and its Bearing on Education" was offered for the first time in 1933, in the Higher Teacher-training College.

In 1935, Tehran University was founded and a degree in Philosophy and Educational Studies was offered. Thereafter the teaching of Psychology became an essential part of the total program and courses such as General Psychology and Experimental Psychology came into existance. In order to teach Experimental Psychology effectively, however, a psychology laboratory was required. The establishment of such a laboratory was the result of the efforts made by Dr. A. Siassi. The opening of this psychology laboratory took place in 1936 and was accompanied by a few demonstrations before a curious audience. Dr. Siassi, an Iranian scholar who had earlier received a degree in Psychology from France, published the first book on psychology called Psychology and its Bearing on Education in the next year (Siassi, 1937).

After about a decade of studying abroad in psychology and/or education, Iranian graduates gradually came back home. Since then, other courses in psychology such as Child Psychology, Social Psychology, Clinical Psychology, Evaluation and Measurement, Developmental Psychology, Personality Psychology, Counseling Psychology, etc. have been offered for hundreds of eager students in different universities.

It was not until 1962 that Tehran University started offering the BA degree in Psychology, and in the following years, due to the preference of the students, the newly-established universities of Iran also began to offer such degrees to their students. They were: the University of Farah Pahlavi in 1963, the University of Isfahan in 1964, Pars College in 1965, and both the National University and Pahlavi University in 1966 (Siassi, 1976). Finally, the Psychological Association of Iran (PAI), under Dr. Siassi's leadership, was founded in 1967. PAI, among other activities, publishes the Journal of Psychology three times a year. This Journal has provided an effective communication media for Iranian psychologists. The last issue of the PAI Journal (September, 1976, Vol. 5, No. 14-15) is a special edition related to the topic of the "Application of Psychology to the Different Aspects of the Changing Society of Iran." This topic was discussed in the first national congress of the PAI which was held in early January, 1976 at Tehran University.

The New Educational System

After the White Revolution of January, 1962 and as the result of the rapid industrial development, the need for the training of skilled manpower was felt strongly in Iran. To fulfill this need, a change of educational system was clearly recognized by the Ministry of Education in 1968:

> The old educational system and the contents of the curricula at Elementary and Secondary School failed to train the young students to lead a successful and productive life in the society.

Therefore, the new system of education, which was initiated in 1968, had the following objectives: to train skilled manpower, to educate the young generation for effective participation in the social life, to discover students' talents, etc.

In the new educational system, eight years of "general education" has been allocated for all children between the ages of 6 to 14 years. The first stage of general education takes place in the Elementary School and consists of five years of study. At the end of the five-year elementary program, all pupils must sit for an official final examination. Those who succeed in the examination are allowed to enter the Guidance School which is the second stage of general education and covers the age range from 11 to 14 years (Ghazi, 1976a). During the three years of the Guidance School, children are to be offered extensive guidance and counseling. This is intended to provide psychological services for the school children and to guide them according to their mental and physical abilities toward appropriate branches of secondary education, which lasts for four years (ages 14 to 18). Since this phase is not a part of the basic General Education, not all students go on to Secondary School.

In order to achieve the goals of the new educational system, Iran has established 20 broad principles upon which the educational program is based. Nine out of these 20 principles are directly related to the student's guidance and counseling. The guidance-oriented principles are as follows:

1. Facilities should be provided for talented students to continue their studies at Secondary Schools and Universities. Lack of financial ability should not prevent the proper development of talented

individuals.

2. A proper education should be provided, as far as possible, for the majority of students according to their individual interests and ability and the social and economic needs of the country.

3. The length of education at each level should be so gauged that each individual may gradually develop him/herself fully.

4. The courses of study and methods of instruction should be determined to enable the counselors and teachers to discover students' talents, abilities, and their individual differences. Students should be guided in the light of their personal characteristics and the economic demands of the country. Special schools should be provided for handicapped children.

5. Observation, gradual and continuous evaluation, cumulative record keeping, utilization of objective tests, and the results of interviews with counselors and qualified teachers should complement the existing methods of evaluation.

6. Along with the provision of an extensive general education and sufficient information about different jobs and professions, there should be an appropriate infusion of vocational and technical training to enable students to decide with insight about their future careers.

7. Instead of pure book-oriented instruction, the entire personality of the child should be developed to be ready to accomplish useful and productive work. Along with the gradual introduction of the child to his/her natural and social environment, an effort should be exerted to strengthen the individual's will and powers of discrimination, initiative, and adjustment.

8. Education, in its broad sense of encompassing the proper physical, mental, and moral development of the child, precedes the instruction and training. Instruction and training are only the means to achieve the educational aims. Instead of just pouring knowledge into the minds of students, they should be taught how to adjust to their environment and to change it if necessary.

9. The educational system in general and the vocational schools in particular will be so organized that the graduates of each level

should have the opportunity to follow their further education on to a higher level, provided that they prove to have the necessary ability for further systematic education and training (Ministry of Education, 1968, p. 4-5).

The Guidance Counselors

Although counseling and psychological services were theoretically suggested for students at the three levels of the elementary, guidance, and secondary schools, in practice such services were offered only in the Guidance Schools and not for the Elementary or Secondary Schools. Among other reasons, that was due to the fact that the purposes of the modern Guidance School differed markedly from those of the Elementary School or Secondary School.

> These differences stem from the nature of the adolescent: problems of early maturity, transition from a self-contained classroom to departmental organization, more specialized subject matter, the wider range of individual differences, and the presence of a more impersonal environment (Biggerstaff, Church, Dunham, Knowles, Lefcourt, & Richmond, 1965, p. 6)

Because of these problems, the Guidance School emphasizes the observation and orientation of the adolescents; thus it can be seen that giving students academic and vocational guidance based on their intellectual ability and aptitude becomes the main function of these Guidance Schools. To develop achievement and aptitude tests, the Ministry of Education has also set up an organization for the standardization of the required tests.

Since the new educational system was launched in the academic year 1971-72, nine universities and colleges have been engaged in the training of guidance counselors. These universities and colleges are Azarabadegan University, Farah Pahlavi University, Ferdossi University, Isfahan University, Joundi Shapoor University, The National University of Iran, Pars College, The Teacher Training University, and Tehran University.

Counselors are trained mostly at the BA level (80%) and also at the MA level to work in the Guidance Schools. BA level people are used mostly because of novelty of the guidance program and the shortage of MA level counselors. Due to the lack of well-trained counselors and also

because of the shortage of school personnel in general, there is little hope of having school counselors for the Elementary and Secondary Schools in the near future.

Special schools for handicapped children have also not yet been established. There is only one special school in Tehran for talented children; there are, however, several "special classes" for the mentally and physically handicapped children throughout the country, which are attached to particular schools. There is also an experimental school for handicapped children in Tehran which is directed by the Division of Exceptional Children (DEC) in the Ministry of Education. The Division was established in 1968 and is responsible for establishing special classes or schools for the mentally retarded and to organize appropriate training programs. Under the direction of DEC, preservice training lasting one academic year has been offered to secondary school graduates.

Guidance Services for University students

The National Organization of Evaluation and Measurement (NOEM) is responsible for the selection of university students. The entrance examination of the Iranian universities is centralized and the selection of the student body of each institute of higher education is done on a national basis. The appropriate tests are constructed by the committee members of NOEM who are generally psychoeducational specialists.

There are also two types of admission centers for university applicants who seek information for going abroad to study. One is called "The Admission Office" and is situated in the Ministry of Science and Higher Education. The Admission Office deals mainly with helping the applicants find a foreign university where they can study, based on their earlier studies and experiences. Each year thousands of Secondary School graduates decide to continue their studies in foreign countries. These applicants sit for a foreign language examination and those who succeed are then given information in large groups called "guidance classes." These potential students are given cultural and educational information about a particular country where they will be going to study. The second type of admission center is affiliated with the foreign embassies; out of this group, the American Friends of the Middle East and

the British Council are the two most active.

Some universities and colleges which have offered counseling and guidance programs to train School Counselors and have qualified faculty members are also providing direct counseling services to their students. For example, Tehran University and Pars College have had counseling centers since approximately 1968. The services consist of personal, educational, vocational, and marriage counseling. Due to the inadequate number of qualified personnel and the lack of sufficient psychological test instruments, these services are by no means satisfactory.

Most of the students do not know what kind of services the counseling centers are offering. Vocational counseling and information related to placement and employment are very limited. Reference works such as the Dictionary of Occupational Titles (DOT) are nonexistant. Information about occupational opportunities are not systematically published and therefore the related information cannot reach the students during their decision-making periods (Ghazi , 1976b).

The present situation and future outlook of psychology in Iranian schools

Ten years ago counseling in the school setting was unknown in Iran and psychology in general was considered a luxury. Providing help for educational and learning problems was part of the teacher's work. Today, however, nobody doubts the necessity of professional training for school psychological counseling. Guidance and Counseling Departments and Psychology Departments in the universities and colleges are expanding rapidly to meet the needs of today's schools. Many graduates of the above-mentioned departments become Guidance Counselors and the term "Psychologist" is becoming more widely accepted.

Owing to the rapid development of the country, full-time or parttime personnel have been hired to provide psychological services in the following places:

Kindergartens
Day-care centers
Special schools and classes
Educational institutes for juvenile delinquents
A few Secondary Schools
Social Work Centers
The National Center for Adult Literacy
Rehabilitation Centers

The National Parent-Teacher's Association
The John F. Kennedy Center for Disabled Children.

They are, at the minimum, university graduates with four years of professional training in either counseling or psychology.

In recent years, a few private, mental health and counseling centers have been opened in Tehran. One is the Family Guidance and Counseling Center affiliated with the Shemiran College which is offering both BA and MA programs in Family Counseling. There is also the National Association of Psychology (NAP) which, despite its name, is a private organization and mainly helps industry to select better employees through a testing program. NAP has recently also provided test instruments for use in some private schools.

After first establishing guidance and counseling services at the Guidance Schools, the education authorities are thinking about similar programs for the Elementary and Secondary Schools. The Medical School of Tehran University has recently offered the MA in Clinical Psychology for Psychology and Social Work graduates who wish to work with emotionally disturbed people in the hospitals and elsewhere. One can expect a rapid increase in the demand for psychological services in Iran in the near future. The need for School Counselors will be greatly increasing if the country decides to start working with the adjustment problems of large groups of students.

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SCHOOL PSYCHOLOGY IN ISRAEL

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Introduction

As in the United States, the role definition of the School Psychologist in Israel is still a matter of academic discussion. Although his/her role evolved and is still in constant change, exactly what a psychologist should do is dictated more by a personal philosophy than by clearly defined professional practice. The constant striving for a role definition reflects, I believe, the tremendous complexity of the role, this was well expressed ten years ago by Mullen (1967), who wrote that the many role descriptions of the School Psychologist produced a list of tasks which cannot be accurately fulfilled by a single person.

Today we find two main approaches among School Psychologists in Israel. There are those who consider their profession to be that of "Clinical Psychology in the Schools" and are mainly interested in clinical testing and therapy. There are others who see their role as working mainly with the "normal" healthy population of the schools and trying to deal with the school system as an entity formed by children, teachers, administrators, and the community. Between these two groups, many different subapproaches exist, but it is likely that most of the School Psychologists in Israel would place themselves somewhere on the continuum between these two approaches.

Brief history

School Psychology started in 1936 when the first Educational Psychology Center was founded in Tel Aviv by Batia and Levy Malinowski. At that time, School Psychology and Educational Psychology in Israel were considered as two facets of the same profession and this continues to be the accepted view. The first Educational Psychology service in Tel Aviv started with the difficult and important task of professional guidance. This was then one of the main problems of the Israeli society which was formed mainly of newcomers from all parts of the world who had to learn a new language and who needed to be integrated into a new society. This

first Educational Psychology Center became the model for other centers which gradually developed all over Israel. The new centers were organized by municipalities who saw in these centers an important part of the services produced for schools. This situation still exists today; School Psychologists are not employed by schools but by municipalities, who pay them but at the same time leave them completely free to organize their work in the best way they think. This independence of the School Psychologist from the school administration is an important asset in his/her work, guarding his/her professional independence.

The development of the Educational Psychology Centers got its great impetus in 1962. At that time a special service was created in the Ministry of Education, whose role was the planning and implementation of Educational Psychology all over Israel. This service, called SHEFI (Hebrew for Counseling and Psychological Services), introduced a new profession in the Israeli schools: the School Counselor. University training programs for Counselors began to be financed by the Ministry of Education and today such programs exist in most of the Israeli universities. These programs train students at BA, MA, and Doctoral levels in Educational Counseling. The Ministry of Education is currently no longer involved in the financing of these programs since they have become part of the regular studies offered and financed by the universities. The School Counselors work in schools and their collaboration with the School Psychologists is probably a unique feature of the Israeli educational services.

Numbers of Psychological workers

From the single educational psychology service in Tel Aviv, which at its initiation employed only five psychologists, we have achieved a record situation, statistically speaking; our average ratio of psychologists to school children is probably among the highest in the world. This tremendous growth has taken place in the later years. In 1972, for a school population of 397,000 in the primary schools (til grade 8) there were 116 School Psychologists; the ratio was 1:3,400. Today for a school population of 430,000 children in the primary school there are 422 School Psychologists, the ratio being a little over 1:1,000. Again, this is probably one of the best ratios in the world, judging from the American

scene and the data appearing in Volume I of Psychology in the Schools in International Perspective (Catterall, 1976). If we take into consideration that for the same primary school population there are 760 Educational Counselors working in the schools (their ratio is about 1:500), the quantitative situation is even better (School Psychologists and Educational Counselors work almost exclusively with primary school children).

To sum up the Israeli scene today: School Psychologists, employed by municipalities, work providing educational psychology services; Educational Counselors are employed by schools, and the objective is to have at least one Educational Counselor in each school. A special planning and implementation service exists in the Ministry of Education whose task is to plan for the future, organize postgraduate professional courses and advance the profession by encouraging, coordinating, and publishing research in Counseling and Educational Psychology. In 1973 a professional journal Opinion, Journal of Counseling and Educational Psychology was published by this service and it appears regularly, carrying research and field reports. This journal is the latest addition to the five Hebrew journals already dealing with social sciences and education.

The work of School Psychologists

As was mentioned above, School Psychologists in Israel work in centers which are modeled on Psychological Clinics. The number of these professionals in each center varies according to the school population connected with that center. For example, there are 69 School Psychologists working in Tel Aviv and they are divided among seven "neighborhood" centers in the different areas of the city. Each neighborhood center is responsible for about 20 to 30 schools and each Psychologist works with two to three schools and spends a day or two in each school per week. Regular meetings with the school staff are scheduled and problems of the school and the children are discussed. The Psychologist works separately with teachers having "problems" in their classrooms and divides his/her tasks with the School Counselor. Individual testing, therapy sessions (with individual children and/or parents), and group counseling are conducted in the center.

Since this model is not used in the United States where School Psychologists work individually in schools, it would be well to point out

some advantages of the Educational Psychology Service, where several Psychologists work together as a team and at the same time have responsibilities directly in the schools.

1. The School Psychologist, working alone in a school, is isolated and cannot discuss professional problems. The service gives him/her systematic opportunity to exchange ideas with other professionals involved in a similar task. Regular staff meetings of Psychologists in a center with case discussions are certainly a great help for each psychologist.

2. Working as a group, School Psychologists can organize a larger, more efficient action in a specific school when there is need for it. For instance, during 1968 when the author was Director of the Central Educational Psychology Center of Tel Aviv (with a staff of nine Psychologists), the decision was made to start a "school for parents" in one of the schools where we were working. One hundred and forty parents agreed to participate and we prepared the program and worked for five months in the following way: once a month we had a conference about a particular topic for all those enrolled in the "school for parents." Among the subjects of these conferences were such topics as: the aggressive child, shyness, discipline at home and in school, homework and grades, etc. Two weeks after each conference, small groups of about 20 parents met with one Psychologist who functioned as a group facilitator. Before each group meeting, we role-played at the Center and prepared different possible ways of conducting the discussions with the parents (Ziv & Spiegel, 1968). Such a project was feasible because, as a group, we decided that it was important and each was willing to contribute his/her time and energy. Such an educational effort in the field of parent education would have been extremely difficult to realize for a School Psychologist working alone in a school.

3. Meaningful psychological work can be achieved by a few Psychologists working together. Group Counseling sessions (with teachers, parents, and two co-leaders) can be conducted in the centers, at which teachers from different schools meet and discuss problems. Parallel group therapy, one for the parents and one for the child-

ren, can be conducted at the same time in the Center.

4. Continual professional self-education can be meaningful in a center where at each weekly staff meeting, in addition to the usual case discussions, one of the Psychologists presents a report of either some interesting research or a recently published theoretical paper.

5. A group of Psychologists working together can get interested in a problem, plan a research, and divide the work among themselves. They can collect data, analyze it, and publish a report, so that other professionals can learn from their experience.

These are only some of the advantages for teamwork of School Psychologists in a center and we do believe, in Israel, that the model should be continued. Of course, there are other Centers of Educational Psychology where work with the schools is conducted in a different manner; the freedom of choice of School Psychologists to organize their work according to their views and interests is an important element in their work satisfaction.

A research program was started in Israel among School Psychologists in order to learn about the way they perceive their work and training. As is true with most projects in the field, this research was sponsored and financed by the Education Psychology and Counseling Service in the Ministry of Education. Based on a data collection form previously developed in the United States by Dr. Theodore Harries and the author at Boston University, a questionnaire was sent to all School Psychologists in Israel. From the 192 questionnaires returned, a picture of the work of School Psychologists emerges and some of the responses are presented here.

First, School Psychologists in Israel are mostly members of the fairer sex (73% to be exact); this in contrast to the situation in Massachusetts where among the 100 School Psychologists answering our questionnaire 67% were males (Ziv, 1975).

Most Israeli School Psychologists have an MA degree in Psychology; this degree is considered sufficient for work in the field, the PhD being considered a research degree (5% of School Psychologists working in the Centers have such a degree). Concerning the training, Israeli School

Psychologists are less satisfied with what they learn in universities than their colleagues in the American sample. The results of the evaluation of university training by Israeli and American psychologists appear in Table 1.

Table 1

Evaluation of Training by Israeli and American School Psychologists

	Americans (N=100)	Israelis (N=192)
Not good at all	5%	4.9%
Not good enough	30%	56 %
Fairly good	60%	35.3%
Very good	5%	3.8%

However, to the question, "Should training in School Psychology be changed?", both 70% of the American School Psychologists and 60.5% of the Israelis answered affirmatively. While only one-third of the Americans believed that training in school psychology was not adequate and two-thirds of the Israelis think similarly, more Americans than Israelis believe that the training programs should be changed. It is rather difficult to explain this incongruency, but our guess is that some "national characteristics" played a role here, i.e., Israelis are, in general, far more critical than Americans.

Concerning the work of School Psychologists, the following question was formulated: "In your actual work as a School Psychologist what percentage (approximately) of your time do you devote to the following subjects?". The rankings of the two groups are presented in Table 2 (rank 1 was given to the most time-consuming task, 12 to the least time-consuming one).

The Pearson rank correlation between the two groups is only .19 which shows the existing differences. For both groups, the most time-consuming activity is individual testing, with psychotherapy ranked 6th, behavior modification ranked 8th, and research ranked last. At the same time, some important differences in ranking point out the dissimilar approaches to work of School Psychologists in the United States and Israel. In six

work areas the differences in ranking are greater than four points:

The American sample spends significantly more time in group testing, administrative work, and consultation with administrators;

The Israeli sample worked significantly more than Americans on in-service training for teachers, counseling, and case conferences.

Table 2

Rank Order of Time Devoted to Different Areas of Work by Israeli and American School Psychologists

	Israelis	Americans
Individual Testing	1	1
Group Testing	9	5
Inservice Teacher Training	2	11
Meetings with Parents	3	4
Psychotherapy	6	6
Counseling	4	9
Behavior Modification	8	8
Administrative Work	7	2
Research	12	12
Case Conferences	5	10
Consultation with Administration	11	3
Public Relations	10	7

These differences seem to suggest a different level of involvement in professional work among Israeli School Psychologists compared with their American counterparts. It would seem that this is at least partially due to the independence of Israeli School Psychologists from school administrators and the fact that they can be involved in more teamwork as a result of the separateness of their work setting.

This comparison must take into consideration the fact that the American sample is not representative and may reflect only the situation in New England. However, the comparison is interesting and something can be learned from it.

In addition to these "classic" components of the School Psychologist's work and training, another special topic should be mentioned. Because of the special situation of Israel, great attention has been given

to the influences of war on children. A special issue of the Journal of Educational Psychology and Counseling was devoted to this problem. Among the articles published in this issue, some titles were "Volunteers and causes of volunteering in times of crisis" (Halperin, 1974), "The activities of a small center during crisis" (Danieli, 1974), "Educational psychology services during war time" (Spielman, 1974), and "Children in mourning" (Ilan). Research papers on children's behavior under the stress of war have also been published in the international professional literature (Milgram & Milgram, 1976; Ziv & Israeli, 1973; Ziv, Kruglanski, & Shulman, 1974) and an international conference on Psychological Stress and Adjustment in Time of War and Peace was held in January of 1975 in Tel Aviv. A book sponsored by the Educational Psychology and Counseling Service of the Ministry of Education is now in preparation. This book's main objective is to present the accumulated knowledge on war conditions and their influences on children and also to provide ideas and directions for Psychologists, Counselors, and Teachers who will eventually work with children in the event of war. (The Editors of the book hope, of course, that there will be no war which would require the use of this information.)

The future

The plans for the future in the development of School Psychology involve training and systematic introduction of professionals in kindergartens and high schools. Constant efforts in the improvement of training in universities will continue and more accent will be given to field-based training. Community programs started by School Psychologists have been implemented and some promising approaches will continue to be tested out. Systematic postgraduate training will be offered in the universities for all School Psychologists in order to help them keep up with new techniques, instruments, and theoretical approaches. In short, a great deal of effort and many different approaches will be tried out in order to continue to make the School Psychologist effective in his/her attempts to help children develop in the healthiest way possible. The Israeli Society is extremely conscientious about the value placed on the importance of education and the School Psychologist's contribution is strongly encouraged and appreciated.

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PSYCHOLOGICAL SERVICES TO SCHOOL-AGED POPULATION IN EGYPT

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Introduction

Psychological services for children and young people today are the joint responsibility of the Ministry of Education (which is in charge of Special Education), the Ministry of Social Affairs (which maintains Institutes and Offices offering social services), and the Ministry of Health (which employs the Psychiatrists, Psychologists, and Social Workers who run the clinics). During recent years, each ministry has expanded its services independently, so that, in spite of efforts to organize joint committees of all organizations concerned with student welfare in schools and universities, there is some overlapping of function and a unified and controlled system has not yet been achieved.

Commenting on his survey of Egyptian education, Boktor states:

> Nowhere...has there been any reference to the important subject of counselling and guidance, whether educational, occupational, social, or personal, for the simple reason that it does not exist. Any consideration of the behaviour of children and adolescents in relation to their background and early treatment is rarely tackled in the schools. This results in losing a substantial proportion of the potential benefits of educational effort (Boktor, 1963).

Boktor continues to describe the problem areas in which qualified psychologists are not only desirable but essential: delinquency and truancy, examination failure, counselling and guidance, tests and measurement, vocational guidance, sex problems, etc.

An Egyptian physician, Girgis (1967), supports the educationist. Speaking of the early private psychological clinics opened in Egypt, he says:

> However, if we compare the speed in which clinics are opened and the need of pupils and students for them, we find that they do not correspond, which led to the specialization of certain public psychological clinics to direct part of their activities to the treatment of pupils and students.... With the fast changing society and the increased pace and tensions, it has become imperative to propogate psychological health services in the domain of pupils.

Girgis then pleads for cooperation between the clinics with all those re-

sponsible for children (parents, teachers, and organizations such as social services for schools and delinquents) explaining the difficulties of operating such a service:

> The clinics here start their work without any previous preparation or exploration of the environment.... It is only when they actually start work and produce results that people start flocking in, and the social workers can then be accepted in the houses of the pupils they are studying or examining (Girgis, 1967).

At the time that he was writing, 75% of children seen in these medical clinics were referred for school failure, bed-wetting, and epilepsy and a very few for emotional disturbance.

In 1976 it is possible to speak of an embryonic school psychological service in Egyptian schools as envisaged by Boktor and Girgis, although, according to Tawadros (1974), whose information is the most up-to-date available, the lack of sufficient qualified professional psychologists makes the use of paraprofessionals inevitable in the immediate future.

Education and training

Education in psychology in Egypt has, until recently, only been offered as an adjunct to other studies, such as education or the social sciences. Although some of the senior psychologists went abroad to take either first degrees or qualifying courses for higher degrees in psychology, most of them were educationists who later studied for doctorates in educational psychology in Great Britain or America. Ain Shams University awards degrees at the bachelor, Master, and Doctorate levels, but very few in psychology in the latter category, as the present policy is to send the most able graduates abroad to obtain their doctorates.

At Ain Shams University, for example, there is a Department of Sociological and Psychological Studies in the Faculty of Arts, and a Department of Educational Psychology connected to both Faculties of Education and the University College for Women. At Cairo University there is a Department of Psychology in the Faculty of Arts offering degrees at the three levels as well as a Postgraduate Diploma in Applied Psychology; some elementary psychology is also taught in the Higher Institute of Nursing. A similar pattern is followed at other Egyptian universi-

ties. Recently, private students have been able to obtain a more concentrated and widely based education in psychology at the American University in Cairo, which is recognized by the Egyptian Government, but for higher degrees in psychology students must either go abroad or study at the government-supported universities. Many students are sufficiently proficient in three languages (Arabic, French, and English) to be able to take their higher degrees at either Egyptian, European, English, or American Universities; some go to study directly under Piaget in Geneva.

Training facilities do not yet match educational opportunities. Ideally, in the clinical team, the Psychiatrist has a bachelor's degree in Medicine and Surgery, a Diploma in Psychiatry, in addition to training in the Mental Health Clinics, with emphasis on the psychology of childhood and adolescence. The Social Worker has a BA in Social Work and one year's training in the field of mental health. The psychologist has a BA in Psychology, a Diploma in Clinical Psychology, and one year's theoretical and practical training in the field of mental health. Owing to the shortage of qualified Psychologists, it appears that the Social Worker is liable to have his/her responsibilities increased (see the discussion of this later in the Chapter).

According to Tawadros (1974), the present psychological services have two sources: the psychological clinic attached to the Institute of Education of Ain Shams University and the student School Health Clinics (including psychological units) at Alexandria Student's Hospital and at Assuit University. Apart from these services, counselling and guidance can be obtained from the School Social Services which have offices in every educational area.

Psychological Services

Counselling

This function appears to be shared by personnel at all levels from the Social Worker to the Psychiatrist. With different emphases, each of the three Ministries of Education, Social Affairs, and Health is concerned with solving the personal and social problems of Egypt's children and youth. In their dealings with large numbers of individuals, professional people are exposed to general problems which may warrant the kind of

investigation that leads to legal action. The shifting process which ultimately leads to decisions on behalf of the individual or society in general begins with the interview designed to gather information about the client and make a preliminary assessment of the personal and general nature of the individual's problems. Because the time of the more highly qualified personnel must be reserved for handling cases requiring skilled treatment, supervisory and training duties, initial interviewing and counselling are usually handled by the social worker.

A training program in counselling began in 1956-57 in the College of Education that later became incorporated into Ain Shams University, with the cooperation of the Department of Training of the Ministry of Education. At that time, students were selected from the following two categories:

1. Social Workers in schools with a diploma from the Higher Institute of Social Work, or
2. Teachers working in schools who had either received a BA in Psychology or Sociology, or from a combined Education-Sociology Program from the Institute of Education, or they had graduated from the Teacher's College.

Conditions for acceptance included grades of "Very Good" or better during the last two years of study followed by at least two years of teaching experience directly in the schools. Two hours a week are devoted to each of the following courses:

Social Guidance
Educational Psychology
Mental Health and Students' Problems
Cognitive Development
Counselling
Library and Discussion

Also, the training included a month's continuous practice in a secondary school under the supervision of personnel from the College of Education. In the first year, 21 males and 10 females were selected.

In a pamphlet from the Ministry of Education, Department of Youth Care for Boys (n.d), the Psychologist's (or Counsellor's) duties in the school are listed as follows:

1. To participate in the distribution of pupils when they are first admitted and again at the beginning of every new year.
2. To help pupils to decide between subjects where a choice is available.
3. To help pupils participate in different activities according to their interests and capacities.
4. To make psychological and social surveys of groups of pupils in order to study specified problems, both in general and for individuals, such as absenteeism and retardation.
5. To allow the Psychologist one period a week in which to be in direct contact with the pupils, to facilitate understanding of the pupils and their problems.
6. To arrange special hours when the Psychologist would be available for advice.
7. To organize meetings with parents.

Psychological Clinics

The Psychological Clinic of Ain Shams University, which is attached to the Department of Mental Health, is considered to be the leading one of its kind in Egypt. Its original, modest aim was to treat problem children and other pupils in the schools as well as to work with experimental classes attached to the Institute of Education. Consultations developed between the clinical personnel, teachers, and very occasionally, the parents of the child. These discussions, dealing with educational, health, psychological, and social characteristics of the child were recorded as a means of diagnosis on which depended treatment and follow-up. As the work in the clinic developed and increased, the records became very important, requiring organization and a full-time staff. In time, expansion of staff and facilities made it possible to accept cases of pupils and students from schools at all levels of education, institutes, and universities. No fees were charged.

The clinic is interested in receiving patients suffering from mental retardation, backwardness in school subjects, enuresis, bad habits and difficulties in social adaptation, speech defects, adolescent neurosis, and examination failure. In rare cases, the clinic's staff works with

the parents because of their effect on the child, differing in this respect from British Child Guidance Clinics, where the child is treated in a family setting. Other activities of the clinic include training of students at the postgraduate level, training of social workers to help staff the Psychological Clinics and carrying out experimental research on methods of treatment. It is also engaged in both preparing and standardizing tests of intelligence and personality.

The cases usually come from official sources, such as medical organizations, offices of social services in the educational areas, delinquency offices, psychological clinics (such as the one in the hospital attached to the Faculty of Medicine of Cairo University), the children's parents, and from the schools (especially those for the mentally retarded). The 1974-75 Report on this Clinic at Ain Shams University (Department of Mental Health, 1975) suggests the means for making its services better known to university students and school pupils. It draws attention to the positive contribution that the clinic wishes to make to mental health and suggests that, to be effective, a psychological service should include a guidance centre in each university and in at least one secondary school in each educational district, foster coordination between treatment services and social planning, as well as serve a direct role in family guidance.

Currently, except at the head, the team at this clinic is completely feminine. The Director, who is the President of the Department of Mental Health, is assisted by a Psychologist (with a specialty in Psychometrics), a Psychoanalyst, a Social Worker, three full-time women helpers, a parttime Psychiatrist, a parttime Speech Therapist, and a Secretary. It is noted that, as previously recommended by Tawadros (1974), the team includes a Psychometric expert but no Educational Psychologist. This seems odd, as a properly qualified and trained Educational Psychologist would be able to cover all the psychometric work required besides having much else to offer a clinic that provides a service for the school and college population.

Apart from the services already mentioned, mostly centered around emotional and social problems, this clinic is able to diagnose and treat epilepsy and schizophrenia or pass the patients on to a medical author-

ity. Besides guidance, analysis, and speech therapy, play therapy is also used, but no mention is made of other therapies such as drawing and drama. Diagnosis and treatment are decided upon at a weekly meeting of the team of specialists.

School Health Clinics

These clinics are an integral part of the School Health Service, so are the responsibility of the Ministry of Health which organizes them and employs all the personnel. It is planned to open these clinics in all the educational zones in Egypt. At present there are four, serving schools and universities in the four geographical zones of Cairo. As they are concerned with all aspects of the health of children in the state schools in the district, the psychiatric unit which is designed to provide the usual psychological services is less important than if it existed in its own right. Indeed, one psychologist claims that, apart from the clinic in West Cairo, psychological services tend to occupy only one room "stuck along with the rest of the expansive health services." The West Cairo clinic occupies seven rooms and commands a complete team of specialists who serve about 300 schools in the district. Its terms of reference are wide:

1. The diagnosis and treatment of mental and nervous illnesses in the three scholastic stages, as well as in the university.
2. The direction of parents regarding the best methods of raising their children in a healthy manner which protects them from mental illness. (This involves arranging meetings with the parents through the school as well as interviewing parents of patients.)
3. The training of all workers in the field of child and adolescent mental health, instructing them on the role of the mental health clinic in the school.
4. The carrying out of research based on the cases that are referred.

These cases, referred by school social workers, hospitals, institutes, special schools, psychiatric adult clinics, auditory centres, parents, and centres for mentally retarded children, usually have the following problems:

1. School retardates

2. Mentally defective children (educable and non educable)
3. Noctournal enureses
4. Behavior disorders
5. Emotional disorders
6. Organic disorders
7. Epilepsy
8. Neurological troubles
9. Psychomatic disorders
10. Psychiatric disorders, either neurosis or psychosis, with Schizophrenia being found to be the main illness in adolescents.

The child is interviewed by the Social Worker, tested by the Psychologist, and examined by the Psychiatrist. Each of these professionals writes a report which is discussed at a staff conference designed to determine both the diagnosis and treatment program. The assessment is re-evaluated after about three months.

School Social Services Offices

In 1949, for the first time the Ministry of Social Affairs recruited Social Workers to cooperate with the school authorities to organize and direct school activities. Experience led to the realization that there was an urgent need for a new organization trained to cope with the problems of individual students which were too complicated to be dealt with easily within the school surroundings. As a result, the first office for School Social Work was opened on an experimental basis in the scholastic year 1953-54, in cooperation with the Institute of Social Workers in Cairo. A number of graduates from this Institute took extra courses in order to work in the new office that dealt with special problems individually. The success of this experience encouraged the Department to open new independent offices in Cairo towards the end of 1954, in Port Said in 1955, and in Alexandria in 1955. By the end of 1957 the Ministry had undertaken to build offices for Social Work in schools in each of the four educational zones in Cairo. In 1958 another one was opened in Damanhour.

This policy led to a decrease in the number of Social Workers vis ting schools and a steady increase in the number of pupils seeking direct help from the offices. Meanwhile the offices keep in constant touch

with the school, supervising activities within their competence. When special care is needed in cases such as mental retardation or intensive psychological care, the offices refer the pupils to the clinics, which in turn either give the necessary treatment or direct them to suitable institutes.

The main duties of the School Social Workers as defined by the Egyptian Ministry of Education (n.d.) can be summarized as follows:

1. Each Social Worker has a specific number of schools in the district which he or she has to visit periodically.
2. When a case comes to the office, it is registered in a special file and then given in the charge of a Social Worker with the permission of the director of the office. The investigating Social Worker is then responsible for visiting the school, interviewing the parents and the Social Worker who referred the case, and becomes acquainted with all aspects of the problem.
3. The Social Worker can meet the pupil at reasonable times in the school or in the office in order to get to know him/her in one or more of the following areas:
    a. Their personality and attitude toward their problems
    b. Their school history as obtained from school reports
    c. The relationships between the pupil and his/her friends and teachers, as well as from their own point of view
    d. Family background
    e. The medical background of the child and his/her family
    f. The child's previous experiences and how they spend their leisure time
    g. The child's ambitions for the future.
4. After establishing ties of confidence, the Social Worker, with the agreement of the pupil, then makes future appointments with him or her and with the family.
5. The Social Worker usually discusses with the Director of the Clinic or the Psychologist the individual cases and the best methods for their treatment.
6. A report is made on each meeting that takes place, as well as a summary of each case at least every two months, and a final report.

The school must be notified about all decisions concerning the case.

7. Every Wednesday, the Social Worker makes a plan for the entire week, which must be approved by the Director and forwarded to the Department of Youth Care in the zone. One Social Worker always remains on duty in the office to receive incoming cases.

8. On the fifth of each month, the Social Worker gives the Director a monthly report of his/her work which is then incorporated in the Director's own monthly report), with one copy forwarded to the Youth Care Department of the Ministry of Education and another to be filed in the zonal office.

9. At a monthly conference, Social Workers present specific cases that they find of interest to discuss. The Director and the psychologist also have the right to select cases and to suggest the kind of treatment necessary.

10. All the office staff meets once a week to discuss their work and to make suggestions.

Among the main problems faced by the Social Worker, according to the Ministry of Education, are:

1. Social problems: e.g., where the pupil cannot adapt because of family conditions, such as the death of a member of the family, divorce, family quarrels, harshness of parents, or other factors which prevent them from developing normal, healthy relations in school with teachers and other pupils, etc.

2. Economic problems: e.g., the child cannot dress properly or is unable to buy the necessities for school or to participate in school activities because of the low financial status of his/her family, etc.

3. Health problems: e.g., poor eyesight and hearing or other common illnesses prevalent in Egypt which prevent the continuation of education.

4. School problems: e.g., truancy, stealing books or other school property, poor work, tardiness, negligence, etc.

5. Psychological problems: e.g., shyness, low self-esteem, speech defects, mental retardation, deformities that may affect personal-

ity, etc.

This classification differs only in arrangement to the classifications provided by the individual offices. The Social Services Centre in Abbassiya, Cairo, for example, finds that behavioral problems, as well as cases in need of financial help to continue their education are the main problems that they come in contact with. Under "Educational Problems" this centre includes: truancy, tardiness, deliberate destruction, weak standards, specific weakness, repeated neglect of teacher, etc.

It will be seen that, in some respects, these offices overlap the work of the psychology clinics, although the terms of reference tend to be wider.

In order to maximise its efficiency and help as many children as possible, the Abbassiya School Social Services Office tries to cooperate with as many different organizations involved in child care as possible. It regards the most important contacts to be:

1. The schools, including all sections and levels in the area of East Cairo.
2. The Office for Social Education at the Ministry of Education.
3. The Offices of the Arab Socialist Union.
4. Police stations and delinquency courts and other organizations belonging to the Ministry of the Interior.
5. The Centre of Social Affairs in East Cairo and the attached offices for family guidance and societies of social activities connected with students or their families.
6. The offices of Adoption and Immigrants in the Ministry of Social Affairs.
7. Health units and hospitals.
8. The Psychological Health Clinic in El Kobba.
9. The clubs and centres for general services, as well as youth centres.

Juvenile Court Committees

In 1966 the Egyptian Government proposed to conduct a national survey to assess the needs of its children at all stages and from every aspect as a basis for planning child care programmes. UNICEF was invi-

ted to cooperate with the project which was centered at the National Centre for Social and Criminological Research in Cairo. Part of the data which was collected in the period from 1966-69 concerned the needs of juvenile delinquents and neglected children. The detailed study was made by the Legal Sub-Committee of the research, who interviewed Juvenile Court Judges, District Attorneys, Police Officers and Social Welfare Workers.

The Final Report (UNICEF, 1974) states that "there was almost unanimous agreement that broken homes (mainly on account of divorce) and poverty were the two major causes of delinquency, followed by neglect, bad company, ignorance, and, finally, the influence of the mass media, especially the cinema and television." There appeared to be a lack of coordination between the efforts of the juvenile courts, juvenile police, the Ministry of Social Affairs and various institutions which care for juveniles and delinquent children. The shortcomings of the service were laid bare in detail: the personnel involved, the institutions, the court procedures, and the fate of the children. Briefly, not only were the personnel in most of the institutions found to be unqualified for their jobs, but also 82% of the judges and most of the juvenile officers had not had relevant training in this area. The children were treated as if they were adult criminals by not being provided with separate waiting rooms at court; by being taken to and from the courts in open trucks; and by being fingerprinted, photographed, and recorded both in the crime records and the newspapers with the whole procedure lacking in privacy. Most of the institutions to which many of the children were committed lacked sufficient financial resources, educational and recreational facilities, playgrounds, workshops, as well as sympathetic and interested adults to look after the children. All the personnel involved recognized these inadequacies. The judges recommended the inclusion of a committee to aid the juvenile courts, consisting of a Psychologist, a Social Welfare Officer, an Educationist, and other specialists; they also recommended that the Family Court should be used, with sessions held "in camera." The Police officers asked for training and the Social Workers for financial aid for the poorer families and social facilities for the juvenile delinquents, who should be followed up after leaving the

institutions.

The Egyptian Government did not wait for publication of this report. By 1970 a new draft of a law was approved amending existing regulations for juvenile delinquency, which was no longer to be considered as "a criminal phenomenon calling for deterrance" but as a "social problem warranting care, reform, and preventive action." The new law included the provision of a guardian for the delinquent, who would not only take care of the youthful offender, but who would also be liable to go on trial if his or her charge misbehaved again. The object was to reform rather than punish the offender, so control of the young person's behaviour was necessary. If a young man ran away from an educational or training institution, instead of treating him as a "waif or stray" (which would put him in the criminal category), he would be regarded as "vulnerable to perversion." Rebellion against parents is considered a form of delinquency, best treated by giving the rebel special duties such as vocational training or admission to an educational, rehabilitation, or medical treatment institution. The new law also abolished corporal punishment, considering that the cruelty and humiliation involved might encourage the juvenile to commit further crimes. The court judges were given the right to use their discretion in treating the offender, such as handing him or her over to a suitable family or forbidding him/her to frequent places like bars and amusement centres where he/she was likely to commit a crime under the influence of drugs or strong drink (Egyptian Gazette, 3/11/70).

The new law was followed a year later by a plan put forward by the Minister of Social Affairs to establish 20 rehabilitation centres for juvenile delinquents in a number of areas, as part of the new Ten Year Plan. The project would enable delinquents to receive education up to the university level and help them to lead a normal life in society. This project, which was expected to cost five million Egyptian pounds, included the training of disabled and handicapped delinquents so that they would be able to earn an honest living. This was indeed a fine project for the attention of the School Psychological Services!

Special Education

In Egypt the need for special education in separate classes or schools has not yet been fully realized. When education is in short supply, the fittest are likely to be the ones who survive. The physically weak and underpriviliged tend to die from problems with which they come in contact before reaching school age; the mentally weak cannot pass the examinations attached to the educational ladder. Those who cannot see the point of going to school or who are needed by their parents to contribute to family earnings just drop out of school, unwept and probably unnoticed by the teacher who is struggling with a class "bursting at the seams."

One of the recommendations at the Marrakesh Conference (El-Ghannam, 1970) was that "particular attention should be paid to the education of the culturally underprivileged and to handicapped as well as gifted children." In Egypt the culturally underprivileged are catered for in schemes for adult and literacy education while the "educational ladder" has taken care of gifted children since fees were abolished. At the same time there must be a wastage along those lines as long as some children are denied a sound Primary education. Nevertheless, mindful of the need to nurture all the availaable talent in the interest of Egypt's progress and modernization, the Department of Special Education at the Ministry of Education is experimenting with "advanced classes" for able children at the primary level. This is not just a matter of "streaming"; the children appear to be receiving the kind of "enrichment" experience comparable in some respects to that provided in some countries for the underpriviliged. Moreover, if they respond at the primary level, the same special treatment is available later in the Vocational school, the preparatory (intermediate) school, and at the secondary level. The last appears to correspond to the British "A" level classes, but at the earlier levels has interesting features described in a pamphlet from the Department of Special Education at the Ministry of Education under the heading of "Results of Research on Special Education of Advanced Children." The plans, which were intended to be both short- and long-term, are summarized below:

1. The provision of capable teachers and advanced curricula, social care, preparation of apparatus, laboratories and suitably equipped libraries; the organization of scientific clubs and visits to museums and exhibitions; as well as attention to sport and health care.

2. Provide for special classes for gifted children in special schools rather than allowing them to be with older children in an ordinary school. This was done so that their personalities and physical development would not be adversely affected; it would encourage the catering to individual differences in intelligence and abilities and would provide scope for competition in such classes.

3. Provide social care by the encouragment of bonuses.

4. Encourage cooperation between teaching organizations and parents to supervise the pupil's behaviour and to facilitate school tasks.

5. Develop curricula in all branches of knowledge and provide recent scientific apparatus in teaching and give the children the chance to select and experiment in the process of learning.

6. Provide adequate library facilities so that the pupils can read independently and make their own summaries.

7. Make use of leisure time by encouraging different hobbies.

8. Give the advanced pupil (boarders) simple physical tasks such as arranging their bed and room to help them socialise.

9. Encourage the students to prepare charts and posters, to organize competitions and parties, to encourage scientific research, and to increase participation in trips and excursions.

According to the latest statistics there are at present 156 of these special classes for highly intelligent children: 111 Primary, 30 Vocational, 9 Preparatory (Intermediate) and 6 Secondary.

Since the establishment of Preparatory Schools in 1957, "Practical" schools have been provided for pupils in "Schools of Light" for the blind, "Schools of Hope" for the deaf and dumb, and "Schools of Thought" for the mentally handicapped. This vocational training was intended to help handicapped children to earn a living as technical workers in factories. Depending on the nature of the handicap, they were trained to work in the following areas and industries: brushes, brooms, carpets, blankets, leather, light mechanics, knitting and sewing, typing, metals,

plumbing, building, painting, carpentry, car electricity, and oxygen welding. The more recent trend is to enable the children to follow the normal general education curriculum, using methods appropriate to the handicap and allowing extra time to cover the courses. With the increase in special schools and classes the categories of "handicap" have been extended to include, for example, "partially sighted", "maladjusted", and "delinquent." Provision is also made for the more highly intelligent handicapped child. Previously, if the child were blind, for example, they had been sent to the mosque for an education which sometimes led to employment as reciter of the Q'ran. The enormous potentiality of the handicapped child has been exemplified dramatically in Egypt by the blind Egyptian scholar of international repute, Taha Hussein, who became a distinguished Minister of Education. Now about 40 handicapped students graduate each year from various universities, and in 1974 about 100 handicapped boys and girls were successful in gaining a school certificate called the Thanaweyya 'Amma from the Arts section in the secondary schools.

There are some schools for the handicapped which combine primary, preparatory, and secondary education. One such, a boarding establishment for the blind, was visited in Alexandria, where 145 are taught by eight blind and eight nonblind teachers under a Headmaster from the Taha Hussein Secondary School for the Blind. Some of the teachers had received eight months In-training at the Ministry of Education Centre in Cairo. The school is well known, so pupils are brought for a medical examination at the age of 8 years. They are tested for sight, memory, and intelligence, the last consisting of an IQ test which is in the process of being standardized that is administered in a psychological clinic. They study the same subjects as other children up till the end of the first secondary year, after which they concentrate on literary subjects, including two foreign languages. Typing and reading in braille are part of the curriculum and extra curricular occupations include such crafts as basketry, brush making, and rug making. Music is of course very popular, lessons being obtainable for piano, violin, xylophone, accordian, and local instruments. Some of the students continue their education at special music schools, while others go to the

university, where they are admitted to the Faculty of Arts with exemption from the normal regulations.

Also in Alexandria a pioneer school for the deaf was visited. The Headmistress had trained with a specialist in 1942 and had started the school as a private venture, relying on charitable sources. Later it was taken over by the Ministry of Education, the three teachers having received In-training. In this particular school there were 305 children being taught in 29 classes (23 Primary and 6 Preparatory) by 34 teachers, all with hearing. All are specially trained, some in Cairo but others in a month long course, held locally. Boarding facilities are provided only for little children and those who come from afar. The Ministry supplies everything, including facilities for carpentry and needlework. No special reading books are available but children in the sixth primary class usually reach the fourth year standard. Microphones and loud speakers are provided and the children are taught to lip-read with the aid of mirrors. After they leave school they mostly take craft jobs found by their parents.

As the number and variety of special schools in Egypt increases, statistics are becoming available but they are still rather confusing and inadequate; they differentiate more precisely between the different types of physical handicap but not so clearly between mental retardation, maladjustment, and delinquency. This is due to the inadequacy of the psychological services which, in the present circumstances, have to be manned largely by paraprofessionals. However, progress is marked by laws and decrees such as the following:

The 1956 Law of Primary Education (No. 213) making primary education compulsory for all children (implying a right for handicapped children to receive it).

The 1962 Law No. 6 that excuses handicapped children from continuing their education in normal schools (thus making it necessary to provide special provisions).

The 1957 Decree No. 64 that only excuses children whose IQ is less than 50 from continuing their compulsory education.

The 1969 Decree No. 156 which was followed by a statute defining the trends at that time in special education. This rare source of in-

formation still provides a worthwhile summary. Children with an IQ below 75 (instead of 70) were to be allowed in these schools, which in the future would begin to keep them until the age of 17 instead of 16 years. The class/teacher ratio was to be raised to one-and-a-half time: that at the regular primary school; one teacher would be provided for every seven pupils in the vocational primary schools for the handicapped. Provisions for these schools would be made in a separate budget. Not only had the inspection of Special Schools become the responsibility of a Special Education Department in the Ministry of Education, but special advisory councils had been formed in all regions of local government for studying and making recommendations for the education of the handicapped. The study plans and curricula were revised and new textbooks published to be used in the schools for the blind and the partially-sighted as well as in the preparatory vocational schools for the deaf and retarded. Also In-service training programmes were being organized to help the teachers of special education in their field, and to alert them to modern methods of teaching the handicapped.

In 1973 a further progress report was made. Starting in 1971 the Advisory Council for Special Education has exhorted to coordinate the different efforts of governmental and private bodies concerned with the handicapped not only to give every child his or her right to an education, but to enable them to return as fast as possible to the community of normal persons. Teamwork was advocated in the various directorates to achieve this objective and the Board of Under Secretaries of the Ministry of Education decided from 1971 on to exempt the fully or partially handicapped pupils from the conditions of both age and total marks when admitting them to Preparatory and Secondary schools.

In Table I which describes the Special Schools and Classes in Egypt for 1974-75 it will be noted that special schools for the maladjusted are not included. It appears that in the First Five Year Plan the Ministry of Social Affairs was made responsible for organizations for children whose special problems might make them a social liability. These are grouped under a title which has been locally translated as "Organizations of Thought Education." Because of the variety of the provisions, the list of these special schools is given in full:

1. Home for Thought Rehabilitation in Alexandria (for mentally retarded boys).
2. Organization of Thought Education in Tanta (for mentally retarded boys).
3. Organization for Thought Education in Minia (for mentally retarded boys).
4. Thought Education Organization in Helmeyet in Helwan (for mentally retarded girls).
5. Organization for Social Care in Cairo (for girl delinquents).
6. Unity of Thought Education in Giza (for boy delinquents).
7. Training Centre in Mataria, Cairo.
8. Society of Thought Development in Mataria, Cairo.

Table 1

Special Schools and Classes in Egypt: 1974-75

Stage	Kind	Schools			Classes		Pupils		Staff
		Schools	Sections	Tot.	Classes	Tot.	Pupils	Tot.	
Primary	Blind	11	0	11	11	71	92	573	111
	Wk. Sight	2	9	11	3	24	15	193	30
	Deaf/Dumb	16	6	22	36	250	344	2,381	335
	Hospital	2	2	4	3	19	30	209	20
	Ment. Ret.	23	27	50	58	262	439	2,242	317
	Total	54	44	98	111	626	920	5,628	823
Vocational	Blind	1	1	2	2	6	14	35	14
	Dumb	1	10	11	7	32	178	326	39
	Ment. Ret.	1	17	18	21	48	221	425	60
	Total	3	28	31	30	86	413	786	113
Preparatory	Blind	4	0	4	5	15	57	190	43
	Wk.Sight	1	0	1	2	5	20	72	10
	Hospital	1	1	2	2	5	37	86	0
	Total	6	1	7	9	25	114	348	53
Gen. Secondary	Blind	4	0	4	5	15	63	195	27
	Part. Blind	1	0	1	1	5	26	66	12
	Total	5	0	5	6	20	89	261	39
TOTALS		68	73	141	156	757	1,536	7,023	1,028

(From Ministry of Education, Dept. of Special Educat. Cairo: Author, 1975.)

It can be seen that the term "Special Education" is used to cover the needs of children with widely different problems originating from physical, emotional, or intellectual characteristics (and their interaction), as well as with social factors. The Minister of Education is well aware of the inadequacies of the provisions for these children. He points out that the total number of boys and girls enrolled in primary education is not less than four million and that, according to statistics, about 12.5% or about one half a million handicapped are at the primary level. Special Education at present takes care of only about 7,000 of them or 1.4% and the Ministry of Education has not managed to reach the rest. The aim of the Ministry is to raise the quality of the services they are able to offer and this can only be done by increasing the services and number of fully trained Psychologists available for diagnosis, treatment, and consultation. Meanwhile it is necessary to train a paraprofessional group of helpers as has also been done among the Social Workers. At present the Special Education provisions can be seen as a "first aid" service aimed at getting unfortunate children into special groups as quickly as possible in order to get a quick diagnosis and then keeping them in the program just long enough to teach a specific skill that will enable them to face life with some degree of confidence.

In Egypt the full significance of individual differences in its school population will come when compulsory schooling is supported by sanctions and when the mandatory education age is raised to the adolescent level. The Ministry of Education has wisely begun the framework for building up a service that will be needed to cope with the many special classes and units not only for slow learners and backward children but for the educationally subnormal who always form a percentage of a large child population. With changing social patterns there is likely to be an increasing instance of maladjustment and delinquency. There is an urgent need to give every teacher the skills required for grouping children in the lower classes in order to give them sufficient individual attention to be able to diagnose correctly the student's educational problems. This is difficult but essential in large classes where the lazy, the shy, and the child who needs spectacles, as well as the maladjusted and the delinquent can lag behind the rest of the class for

different reasons which require different treatment. The potential role of the Psychologist in all of this activity is discussed below in the sections entitled "prospects for the future."

Research

It will be noted that at all levels, personnel involved in the Egyptian psychological services are urged to engage in research. For example, according to the Ministry of Education pamphlet, one of the main duties of the Office of School Social Work is listed as:

> ---gathering general information which will be useful as a basis for new research and possible hypotheses which will help recognize more of the pupils' problems in the schools and present practical solutions, which in turn aid the formation of a general policy for the treatment of such problems.

The Ministry clearly distinguishes between "fact-finding" and scientific research which can only be achieved by specialists, such as Psychologists, with the necessary training and education. In his Report of the Psychological Committee on the "Assessment of Children's Needs in Egypt", a joint project of the Egyptian Government and UNICEF, Tawadros (1973) reviews important Egyptian studies carried out at the Doctoral level prior to the above-mentioned project. He reports that most of the studies have been concerned with adolescents and their problems. They include:

El-Koussy, A. A. The Characteristics of Rural and Urban Adolescents in Egypt. Paper presented at 16th International Conference of Psychology, Bonn, Germany, 1960.

Fahmy, Moustaga. Application of Egyptian Version of Mooney Checklist in Cairo Secondary Boys' and Girls' Schools (1959).

Ghali, Mohamed A. Bases on which Adolescents Rate Each Other in Egyptian Secondary Schools. MA Thesis, Cairo.

Ibrahim, Nagig I., Ismail, Mohamed E., & Mansour, Roshdy F. How We Rear our Children. Cairo: Social Research Centre, American University, 1966 (in Arabic).

Saleh, Ahmed Z. Enquiry About Youth Problems (1959).

Shehab, Ibrahim K. Personal and Social Problems as Defined by Egyptian Adolescents. New York: PhD Thesis, Columbia University, 1953.

Tawadros, Samuel M. Spotlight on the Egyptian Adolescent, 1957 (in Arabic).

More recent investigations, including those reported on by Tawadros (1973), concentrate on the secondary school child, although the full project covers the needs of children from babyhood onwards. Studies of younger children appear to be more concentrated in the Department of Anthropology, Sociology, and Psychology of the American University in Cairo, where Ciaccio is preparing a UNICEF manuscript "Planning for Children's Services in Egypt" and (in collaboration) a manuscript on "Child Development in the Arab World."

Prospects for the Future

In spite of the many urgent preoccupations with its expanding educational services and the frustrations arising from external pressures necessitating a war economy as well as internal pressures arising from the rapid expansion of its population, Egypt has made solid advances in the development of health and social services for the school and college population. Egyptian experts know their problems well enough; they seek answers to these problems by internal experimentation and by discussions with external bodies like UNESCO in order to benefit from the experiences in other countries.

As in many countires, the medical profession is reluctant to relax its traditional domination in the field of mental health; in the clinical teams outside the university, it is the Psychiatrist who is responsible for supervision of the work, both medical and clerical, including the diagnosis and treatment of all the cases. They advise the responsible authorities on how to deal with the child. On the other hand, Social workers are obviously the backbone of the Psychological Services; they work closely with the Psychiatrist, have close contact with the troubled child and his/her family, as well as with his/her teachers, and, when the team is incomplete, cover the testing which would fall to the lot of the Psychologist if one were employed. (It was a psychologist who, when interviewed, offered the observation that "in Egypt it is the psychiatrist and the Social Worker who do all the work.")

Psychiatrists in Egypt are in short supply, so could be fully occupied with mentally sick children requiring medical treatment. Social Workers have been supplying a service in the schools which might be the

envy of some of the industrial centres in Western society, but with the rapid expansion of the school population in communities that are increasingly using social services, it is vitally necessary that they should not be burdened with responsibilities for which they have neither been educated nor trained in depth. Students of psychology in Egypt are increasing in number annually, notably at the American University in Cairo, so manpower shortages will be solved in the foreseeable future. It appears that the time is ripe for a rational reorganization of the functions of the three ministries which contribute to the psychological services. The planning of a secure career structure is needed which would attract the most able of the country's students of psychology to a school psychological service that would provide a status equivalent to that of a Psychiatrist, and a satisfying job that would make full use of the education and training of the Psychologist. With its interest in educational systems in other countries, Egypt might well exchange its experiences with the International School Psychology organization which brings together experts in this field with mutual benefit.

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SCHOOL PSYCHOLOGY AMONG THE BLACKS IN THE REPUBLIC OF SOUTH AFRICA

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Introduction

It was not until 1950 that, under provisions of the Poulation Registration Act, a rigid system of racial classification was introduced in South Africa. Definitions of various racial groups had previously been incorporated in certain Acts which had been passed from 1911 on, but these definitions did not always correspond with one another, having been made only for the purpose of the legislation concerned. People could "pass" from one group into a more privileged one if their physical features made this feasible.

Education for all population groups is controlled separately by various Education Departments. Education for the whites falls mainly under the Education Departments of the four Provinces: Natal, Cape Province, Transvaal, and the Orange Free State. Blacks fall under the Bantu (African) Education system (serving approximately 3,250,000 students), the Administration of Coloured (Mixed Blood) Affairs (serving approximately 615,876 students), and the Indian Affairs (serving approximately 183,116 students). School Psychology for the Blacks must, therefore, be seen in the context of these different administrations and programmes.

Education aims at preparing the individual to make a useful and meaningful contribution toward the development of the community to which he or she will belong. Thus, although education is mainly concerned with the advancement of the community, it is equally important that the interests of the individual should be recognized.

African (Bantu) Education

It is considered to be of the utmost importance that a record be kept of the child's achievements during his / her school career. This may provide a means of judging the pupil's competence in certain directions such as languages or the sciences. The problem is, however, that

this information is not always sufficiently reliable or conclusive since it is not always completely objective. Consequently the child's real interests and ability are not always carefully reflected. Unfortunately it is also true that the teaching staff itself does not always possess sufficient knowledge and experience to be able to give the desired guidance to the pupils that it is serving.

It was precisely for this reason that a Psychological Services Section was established by the Bantu Department of Education in 1960. This section was assigned the task of providing the necessary instruments which could be used to measure, with a reasonable degree of accuracy, the pupil's intellectual ability, aptitudes, interests, and qualities of personality. With the help of this information the individual can then be assisted to develop to the fullest in his/her intellectual, social, and spiritual spheres. Furthermore, students can be guided to make a realistic choice between the possible subjects and vocations, thus acting not only to their own advantage but also to the betterment of the community.

In conjunction with the Human Sciences Research Council (which cuts across the education of all racial groups in South Africa) several tests have already been developed and standardised. The following are some of the tests that the Department now has at its disposal:

Scholastic aptitude tests of general ability and proficiency in Afrikaans (a language developed by the Dutch which now serves as one of the official languages of South Africa), English, and Mathematics.

Aptitude tests and an interest questionnaire which are used for guidance in the choice of subjects and vocations.

Achievement and diagnostic tests (especially in Mathematics) are now also being developed.

The testing programmes, which also cover vocational guidance, have progressed so well that all Form III pupils (who are approximately 16 years of age) and approximately half of those in Form I (14 years) are tested annually with the aid of scholastic aptitude tests. It is hoped that it will be possible to test all Form I pupils in the 1977 school year. Testing programmes on a more limited scale are also conducted at the Form V level (serving 17 year olds), with the choice of university

courses in mind.

Each year school counsellors visit nearly all postprimary schools in order to supply information to pupils in Forms III and V on training facilities and careers. In addition to this, Vocational Guidance also forms part of the subject of Social Studies in the schools. The Psychological Services Section at this time consists of an Education Planner, three Senior Assistant Education Planners, 29 School Counsellors with the rank of Assistant Inspector, three Clerks, and one Computer Operator. Its success can only be achieved if schools make thorough use of the services offered by this section.

Coloured (Mixed Blood) Education

The function of the Psychological Services in the Education Department of the Administration of Coloured Affairs is designed to be of assistance to the educational process by making objective studies of individual pupils, including the child's scholastic ability and information about his or her general background, through the use of tests, individual interviews, etc.

By means of such a study of the pupils in the schools, the Subject Inspectors for Psychology of the Administration endeavour to:

1. Assist the Principal and his staff to know their children better, and consequently, to be better able to classify and guide them.
2. Help the teacher deal with special cases in order to adapt both the lesson content and the teaching methods to suit the individual problems.
3. Give guidance to both teachers and pupils, where this is necessary, in connection with careers and the future.
4. Draw early attention to pupils who may become both scholastically and emotionally maladjusted.
5. Help, where this is within their powers, those pupils who are already scholastically and emotionally maladjusted.

The Principal is notified in advance of a visit by the Subject Inspector for Psychology. The Principal and the School Psychologist discuss beforehand the nature of the services required by the school and, if group tests are to be applied, which tests will be used in the various

grades or standards.

The School Psychologist submits the results of the tests at the end of the visit and discusses them with the Principal and the teachers. The results are written up (in triplicate) on the form for psychological examinations. The original remains at the school, one copy is sent to the Circuit Inspector, and one copy is kept by the School Psychologist. Only the Prinicpal, the teachers concerned, and the Circuit Inspector are given the results of the psychological tests; the report and all the test data are regarded at all times as being highly confidential.

Principals requiring the services of the School Psychologist need not wait until they would normally visit their school but can request their services at any time, within reason.

Establishment of Adjustment Classes

The following rules and regulations are observed in the setting up of Adjustment Classes for the retarded:

1. A Principal who feels that his school requires an Adjustment Class or Classes for mentally retarded children first approaches the Circuit Inspector who investigates the matter in collaboration with the School Psychologist and makes a recommendation to the Administration.
2. Adjustment Classes at a given school are also designed to serve neighbouring schools after the requirements of the first school have been met.
3. In order to establish a class, 15 pupils are required but this number may increase to a maximum of 20 or drop to a minimum of 10.
4. At any time during the year Inspectors of Education and school Principals can refer individual cases for investigation with the view of having them transferred to the Adjustment Classes.
5. No pupil can be placed in an Adjustment Class before the Commissioner has approved of the transfer.
6. When a pupil who has been in an Adjustment Class moves into a new environment, he/she is encouraged to enroll at the nearest school with such a class.

Readmission to the normal class

1. When a student who has been in one of these classes moves, and

a new placement for him or her is not available, the transferring Principal indicates on the transfer form the approximate normal standard reached by the pupil; as the pupil is being placed back in a normal class, care is taken not to place him or her in a lower class than the one attended before originally being admitted to an Adjustment Class.

2. The Principal can recommend at any time that a pupil be readmitted to the ordinary class on the strength of the child's achievement or whenever they feel that it is in the student's best interests.

The temporarily-retarded pupil

A differentiation must be made between the temporarily-retarded and the mentally retarded pupil. The progress of the temporarily-retarded pupil is unsatisfactory for other than intellectual reasons; their intelligence may be normal or even above normal but their scholastic achievements are below par. It is of vital importance to determine why the normal pupil has been retarded temporarily because only then can remedial action be taken to meet their particular needs. Experience in South Africa and elsewhere has shown that temporary-retardation can be caused by one or more of the following factors:

1. Poor health or physical defects (sight, hearing, speech, forced right-handedness or left-handedness, poor muscle coordination, deformities, etc.)
2. Home conditions (low socio-economic status, lack of parental interest, low educational standards of the parents, maladjustment, physical and mental deviation in the parents, the emotional climate in the family, etc.)
3. Age at the time of enrollment (either too young or too old for the group)
4. Truancy
5. Constant changing of schools
6. Emotional and personality factors (emotional tension, immaturity, fear, frustration, lack of self-confidence, aggressiveness, etc.)
7. Poor teaching
8. Injudicious promotion as a result of which the pupil finds him- or herself in a standard where the work is too difficult and he or

she falls behind, such as is the case when "permission to proceed" has been granted merely because a pupil is of large physique.

Through the use of the individual case study the School Psychologist seeks to find the essential problem of the temporarily-retarded child which demands special attention. The nature of the treatment used depends upon the basic reason for the retardation; the starting point for the investigation can be of a physical, a social, or a psychological nature. Since temporarily-retarded pupils often suffer from feelings of inferiority, they are treated with understanding, tact, and sympathy. The basic approach taken toward helping these students is to find suitably adapted instruction especially in the basic subjects and, whenever possible, this tuition is individual in nature.

Referral to the School Psychologist

Schools are encouraged to refer all students who show obvious signs of maladjustment or mental retardation immediately. When disciplinary action takes the form of suspension or expulsion, schools are asked to refer the pupil to the School Psychologist, if possible, before the suspension, but at least before expulsion takes place.

Indian (Asian) Education

Most of the Asians are descendents of labourers brought from India in the 1860's to work on the sugar plantations; most of them live in the Natal Province. Prior to 1966 psychological services were not extended to Indian pupils; the appointment of Dr. P. R. Joubert in 1966 as Head of the Psychological and Guidance Services of the Division of Indian Education heralded the advent of the new service. In 1973 a system of differentiated education was introduced by the Department of Indian Affairs. To meet the needs of this system of education the Psychological and Guidance Services have been playing an increasingly important role.

Today the following tests are available for use with Indian pupils (many of them have been developed through cooperation with the Human Sciences Research Council):

1. An individual intelligence scale based on the South African Individual Scale with the addition of a maze test standardised for

children aged 7 to 17.

2. A series of group intelligence tests (i.e., two Junior Group Tests for Standards 4, 5, and 6 and two Intermediate Group Tests for Standards 7 and 8); these tests were modified from the New South African Group Test originally standardised on White South African children with items discriminating against the Indian children (such as words not known to adherents of the Muslim or Hindu faiths) having been removed.

3. A junior aptitude battery (for Standards 6, 7, and 8).

4. An interest questionnaire has been standardised for all high school classes.

5. A junior personality inventory.

6. An aptitude test for children beginning school.

7. Achievement tests in Mathematics and English (for Standards 7 and 8).

In addition to the above, the following tests are currently in the process of being developed or standardised for use with Indian pupils:

1. An individual scale for preschool children and infants.

2. A senior aptitude battery (for Standards 9 and 10).

3. A senior personality inventory (an extension of the one for juniors).

4. A mechanical insight test.

5. Achievement tests in Mathematics, English, and Afrikaans.

As it is currently organised, the Psychological Services presently concentrates on two kinds of problems--the assessment and placement of pupils needing special education and providing psychometric data for school counsellors and teachers.

Students who require special education

Almost all of the children who will ultimately be placed in schools for the severely retarded, the blind, the deaf, and the physically handicapped are identified during the preschool period. As is typically the case, there remains the task of identifying and providing service for the slow learners and for those with specific learning disabilities who usually show themselves as failures within the school before action is taken. In order to get started principals were asked to refer to Psycho-

logical Services all pupils who had been retained at least twice and were still not able to do the work of the normal class. These students were tested with the modified South African Individual Intelligence Test along with other diagnostic tests. Between 15 and 20 pupils who need special help are placed, whenever possible, in classes with specially trained teachers. At the end of each year the pupils in the special classes are carefully reviewed and those children who have made enough progress to make it advisable are transferred back to a normal class. While in the special classes, every effort possible is made to integrate the children with the normal activities of the school. It has been estimated that at least 13 to 16% of the pupils in an average beginning class require some form of special help during some part of their early schooling. In the last 10 years at least 6,500 pupils have been assessed by School Psychologists attached to the Psychological Services branch.

Meeting the needs of Secondary school pupils

In order to offer meaningful guidance and counselling to pupils it is essential that the counsellor know the needs of the pupils. The basic needs of the pupil in the final phase of his or her school career will generally be of an educational, vocational, or of a personal nature. At the beginning of the senior secondary phase (i.e., at the commencement of Standard 8) pupils should know what subjects they are going to offer for the Standard 10 examination.

The Psychological Services branch makes available scores on standardised tests to counsellors and teachers who in turn help the pupils to make their choices. At present practically all pupils in high schools have taken at least one of the group intelligence tests. It is generally accepted that pupil attainment is severely affected by the environmental factors such as socio-economic conditions and parental attitudes toward education. However, one of the most important factors to be considered is the question of motivation. Breckenridge (1965) points out that aspirations serve as a reference point for feelings of success or failure. Performance that meets or exceeds the level of aspiration is experienced as success. Performance that falls short of the level of aspiration is experienced as failure.

Plans are being readied to administer the following tests to high school pupils:

1. The Junior Group Tests for Indian South Africans (Standard 5).
2. The Junior Aptitude Battery (for Standards 6 and 7).
3. An Interest Questionnaire at the beginning of high school.
4. A Personality Inventory at the beginning of high school.
5. These tests would all be repeated again at the end of high school, either in Standard 9 or Standard 10.

The results of these tests will enable the pupils to receive more meaningful guidance.

Whereas much has been achieved by the Psychological Services, the Department is mindful of the need to expand the programme to provide service to many more pupils. This service in the Bureau of Indian Affairs is presently being rendered by an Inspector of Psychological Services and four Psychometrists, one of whom is working in the Transvaal.

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SCHOOL PSYCHOLOGICAL SERVICES IN WHITE SCHOOLS IN THE REPUBLIC OF SOUTH AFRICA

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Historical perspectives

The introduction and development of Psychological Services in the various departments of education in the Republic of South Africa is closely associated with two aspects of specialised services, i.e., Special Education and Guidance and Counselling Services.

The Children's Protection Act of 1913 and the Mental Disorders Act of 1916 were aimed at encouraging provincial education departments to investigate the occurrence of mental deficiency amongst children in schools (Behr & MacMillan, 1971). It was in 1923 that the Government, by means of the establishment of a Sub-department of Mental Hygiene, provided for psychological and pedagogical assistance to schools and clinics. In the interim, individual provincial departments promoted progress in special education by establishing special schools and/or classes for mentally retarded children. It was the function of the School Medical Services, in conjunction with an honorary Psychiatrist, that children in the Province of Natal were identified for these schools In 1937 the Special Schools Amendment Act made it mandatory for children who displayed some deviation to attend special classes. The principle of issuing an Intelligence Quotient as a criterion for identifying these pupils necessitated the use of standardised tests, and hence psychometric assessments by competent persons. Moves to appoint psychologists for this purpose were initiated in the early 1940's.

It was only in the mid 1940's that Psychologists were appointed to education departments to fulfil this assessment function and to initiate and build up psychological services. The aim of these programmes was to render aid to pupils experiencing some form of problem in the school setting relating to scholastic progress, psychological adjustment, choice of career and the like.

The major role and functions of these psychologists were determined

principally by the need to develop and expand the special education facilities with particular emphasis on the psychometric evaluation of pupils in need of such placement. The main emphasis for some years to come was to remain on psychological assessment rather than psychological intervention. With regard to secondary education, greater awareness of the need to help children reach some decision regarding their choice of career and curriculum (possibly as a result of an intensified awareness of the need to utilize the manpower of a developing industrial and commercial country) led to the appointment of vocational guidance officers in some provinces. These posts or positions were not allocated to trained psychologists until the late 1960's, at which time the posts were designated as School Psychologists (Guidance) with the incumbents usually being persons with a minimum of psychological training.

Home visiting teachers were introduced in the 1950's to deal with behaviour and so-called "home" problems. No psychological qualifications were required to fill these positions, minimum requirements simply being teacher's training and experience in teaching.

Due to the fact that all posts in Psychological Services were attached to education departments and were considered posts in the "promotion" hierarchy, the essential requirement was a teacher's training, with only a minimum of university training in general psychology. The effect that this had on the services was twofold: firstly the incumbents did not usually stay in posts for any length of time, as the posts were "stepping stones" for promotion within the education departments; and secondly that persons with only a 3-year degree course in psychology were considered to be psychologists, sufficiently equipped through their teacher training and experience to make evaluations of and recommendations about children's behaviour.

Some comments on Legislation and Administration

At this point a comment on the divided control of special education in South Africa is necessary. The Department of National Education has responsibility and control of education for White pupils with physical and neurological impairments, sensory defects, as well as the severely mentally retarded children (Behr & MacMillan, 1971). The provincial

education departments are, however, responsible for mildly mentally handicapped children, children who are partially-hearing, and those who require remedial intervention. School psychologists can thus be employed by either the Department of National Education or a Provincial education department.

An interesting feature of the development of the Psychological Services was that in no Education Act was any clear definition of the role and function of a School Psychologist ever given. The only reference made to the duties of such a person were in Education Ordinances (which are Provincial Government documents) where mention is made of a School's Medical Officer or "other competent officer" being designated as the person to identify a child who is mentally retarded. There is still no clarity on the legal definition of the role and functions of School Psychologists in South Africa. Mention was, however, made by the Minister of National Education in a Government Notice of 12 November, 1971 that guidance included psychological, therapeutic, remedial, and school visiting services, and that it is linked with the school medical and dental service.

The development of School Guidance and Counselling Services had a shaky beginning and received some impetus and status in the mid 1950's when there was a heightened awareness of the impending shortage of White employees in the labour market, especially in the areas of the high level professions, technical, administration, and management fields.

A new system of Differentiated Education for Secondary Education was introduced in the 1970's and this gave further status to Guidance. Up to this point in time each of the four provinces (Cape Province, Transvaal, Natal, and Orange Free State) had forged ahead in developing its own individualized Psychological Service with minimal cooperation between the provinces. The aim of the legislation was to centralize and coordinate education for White South Africans to ensure greater uniformity and to eliminate possible position, salary, and curriculum differences that might avdersely affect education in the various provinces In the period of approximately 30 years since the development of the services, there had been vast local differences in orientation among the four provinces. The Transvaal had been greatly influenced by the

Dutch Pedagogue, Langeveld, and had developed a service that was characterised by a heavy bias towards employing educationalists rather than psychologists. Natal had maintained strong ties with psychology and had developed a more clinical diagnostic service. The Cape Province had leant heavily towards special education; hence assessment of intelligence and maintenance of special classes for slow learners was of primary importance.

Uniformity of post structure

An important result of the implementation of the new system of differentiated education was the establishment of Inter-departmental committees to coordinate education in the four provinces and national departments at a national level. The most important controlling and advisory body is the Committee of Educational Heads. In 1972 this Committee decided to bring about uniformity of post structure in the Psychological and Guidance Services in the four provinces. Up to this point each province had designated the senior administrative post of the Service as either "Inspector-Psychologist" or "Departmental Psychologist." Under the new directive, the post was given the general name of "Head: School Psychological and Guidance Service" and continued to be equated in salary and status with that of an Inspector of Education. The post of Assistant Head was also recommended. The equating of posts in the Psychological Service with those in general education was to become a feature of all the posts. The above-mentioned posts were to become mainly administrative in nature, with basic functions being those of planning and administration of the service as a whole.

The nonadministrative posts were generally designated as School Psychologists with provision for senior and assistant positions. Provision was also made for a number of categories of school psychologist which would presumably allow for differentiation of function. Thus one could be a School Psychologist: Guidance, Special Education, or Clinical, or an Assistant School Psychologist: Clinical, Visiting, or Psychometric -- depending on the particular orientation of the Head of the Service. The final decision on which posts would be implemented in the various provinces was left to the discretion of the respective education depart-

ments. Some provinces, such as the Transvaal, adhered strictly to this recommendation, whereas Natal merely designated its psychologists as School or Assistant School Psychologists.

At the same time the Committee of Education Heads laid down minimum qualifications and requirements for the various types of school psychologist. The common factor to all these posts was that a recognized teaching certificate or diploma was a prerequisite for employment as a School Psychologist, and that a minimum of four years experience as a teacher was essential. The minimum qualification in Psychology was a Bachelor's Degree (i.e., 3 years of undergraduate study in General Psychology) and the academic requirement was vaguely stated as "appropriate psychological or educational qualifications of an advanced nature."

Academic training for School Psychologists

At this point it would be fitting to mention that no university in South Africa offers a course specifically geared to the special needs of school psychology. Persons interested in this field are compelled either to follow postgraduate training in clinical, counselling, or experimental psychology or in general education with educational psychology as two out of five other general education courses.

Therefore, either a clinical, counselling, or educational line is followed and a certain degree of confusion has resulted, especially in view of the recent legislation concerning the professional registration of Psychologists in South Africa.

Professional requirements for Psychology in South Africa

During the past decade it had become increasingly evident that there was a need to organize the psychology profession in South Africa. The only category of psychologist that had any professional status or recognition and had a recognised, regularised training was that of the Clinical Psychologist. These psychologists constituted a small percentage of the total population of persons who had obtained advanced qualifications in psychology. The Mental Health Act No. 51 of 1974 was aimed at regularising academic and practical training of psychologists, and to allow for the establishment of a Professional Board for Psychology to control training standards and registration of psychologists. Unfor-

tunately, School Psychologists had not been as vitally involved in psychology as they were in education, and the Act was passed making provision for four categories of psychologists: Clinical, Counselling, Research, and Industrial, with no provision made for School or Educational Psychology. In fact, according to regulations regarding the practical internship, the category Counselling Psychology incorporated many of the functions of the School Psychologist. Most School Psychologists who fulfil the academic and practical requirements have consequently registered as Counselling Psychologists, although this is not an entirely satisfactory solution.

A further complication was added when it became clear that only persons with six years of training in Psychology and not Educational Psychology were eligible for registration. There was an outcry against this as many School Psychologists in the country were trained principally in education. There was also speculation as to whether School Psychologists would legally be in a position to carry out their function in the schools. This confusion was settled when it was pointed out that persons operating in education departments were exempt from the mandatory requirements for registration and therefore free to continue with their work.

At present it would seem that School Psychologists, who make up the largest percentage of psychologists in South Africa, are making a concerted effort to regularise training and registration by requesting a new category of registration: School Psychology. In the interim, those provinces that have insisted on psychological qualifications are in the fortunate position of being able to offer internships to their employees leading to registration as Counselling Psychologists.

At the time of writing, School Psychology is at a vitally interesting and critical stage of its professional development in South Africa. To add to the excitement, the news has come of the establishment of a postgraduate (Honours) degree in School Psychology at the University of Natal in Pietermaritzburg. This will be the first academic course of its kind in South Africa specifically geared to the academic and professional needs of School Psychologists. This course will place equal emphasis on psychology and education.

The present function of School Psychologists in Natal

In view of the relative uniformity in the four provinces in South Africa (although certain differences do exist), it is felt that it would be sufficient to give details regarding the province of Natal as an example of the structure, function, and work load in the provincial psychological services.

General organization

The Psychological and Guidance Service of Natal (and for that matter of all the provinces) is an "auxiliary education service" geared to meet the problems of children with special needs. A distinction can be made between organization and planning of the service and the actual field or case work. The administrative posts consist of:

Head: School Psychological and Guidance Service

Assistant Head: Clinical/Remedial Services

Assistant Head: Guidance

Assistant Head: Special Education.

Overall planning and organization rests in the hands of the Head: School Psychological and Guidance Service. The person occupying this post is directly responsible to the Chief Inspector of Education and has responsibility for planning within the total framework of the education department. The Head of the Service thus sits on several committees that are responsible for overall planning of education in the province. The possibilities inherent in this are that psychological principles have the potential to influence overall educational policy. The post is afforded the status of an Inspector of Education. To assist the Head in the planning and implementation of specialised services, each Assistant Head has responsibility for a particular aspect of the psychological service, as can be seen from their designation. Clinical/Remedial services entail responsibility for Remedial Education, Speech and Occupational therapy, general inspection of and guidance for these services and the planning of in-service training courses. The aspect of Guidance is focused on the 70 teacher-counsellors who operate in the Secondary schools of the province; Special Education is principally concerned with provisions for and staffing of classes and schools for mildly mentally retarded pupils and pupils who are partially-hearing.

South Africa

Psychological Services to pupils in the schools are the responsibility of the School Psychological Clinics, of which there are four in the province, each serving all the schools in a specified area. The staff of each clinic is shown in Table 1.

Table 1

Staffing of School Psychological Clinics in Natal

Position	Approx. No. Per Clinic	Total in Four Clinics
Senior School Psychologist: Head of Clinic	1	4
School Psychologists	2	23
Assistant School Psychologists	3	
Remedial Teachers	15	63
Speech Therapists	2	13
Teachers in Speech Correction	2	
Occupational Therapists	1	3

The schools in the Clinic area are allocated to specific personnel, who are then responsible for the services in their specific schools. As the province consists of several urban areas as well as outlying rural districts, the service is of an itinerant nature and great distances are often covered to reach outlying areas. This is a rather unsatisfactory means of rendering a service as distance renders regular follow-up work time-consuming and virtually impossible.

Most of the service is offered in response to school referrals, although parents and specialists refer frequently as well. The assessments and pupil- and teacher-consultations are done in the school setting, whereas the majority of parent interviews are office based. Psychologists are also responsible for follow-up work in special education such as in special schools and classes for the mentally retarded, the partially-hearing, and in the recently established remedial schools.

The School Psychologist in Natal can thus be seen as a psychodiagnostic/consultant and adviser to a school's system, with the principal

emphasis on problems manifesting themselves in the school setting. He/she works in a multi-disciplinary team that functions in both a child guidance and school oriented service. A major gap in the team is, however, the absence of the social worker. At present the services of social workers who are attached to Government Social Welfare Departments and other child and community welfare organizations are utilised. The School Psychologist is frequently called on in community-based Child Guidance Clinics at Psychiatric hospitals and elsewhere to act as psychodiagnostician or consultant-adviser in selected cases.

Case load

In 1975, the total school population in provincial White schools in Natal was 92,722, including pre primary, primary, and secondary schools, with ages ranging from 3 to 16 years. The 24 School Psychologists would provide an approximate ratio of 1:4,000. This would not give a true reflection of the work load, as the urban-rural ratio would tend to skew the load in certain areas. Table 2 gives some impression of the cases seen during 1975 (some cases were referred for two services).

Table 2

Analysis of 2,950 Cases Referred to School Psychologists in Natal: 1975

Reasons for Referral	Approximate Percentage
Special Education	27.5%
Remedial Education	18.4%
Pupil Counselling	22.0%
Teacher Counselling	24.8%

The average number of cases assessed by each psychologist was in the vicinity of 130. The implication is that the function of the school psychologist is still primarily that of individual tester and diagnostician, with a heavy bias towards special and remedial educational placement. Parent and teacher consultation is, however, becoming a more integral and important part of the school psychologist's role and function.

Brief description of the other Provinces

Transvaal

This province has followed the educational model in pupil personnel services. There has not been such a strong emphasis on the psychological aspects of school psychology, but rather more on "pedagogical" principles. The general organization is similar to that of Natal, apart from the fact that they have retained separate categories of psychologist (i.e., Speech, Social, Orthodidactic, Orthopedagogue, and Guidance) to designate the various functions of School Psychologists. The personnel operate from clinics situated in most of the major centres of the province and the schools are served by the five disciplines in the person of five separate psychologists.

Cape Province

The Cape Province is the province most similar in orientation, organization, and functioning to the Province of Natal. One significant difference is, however, that a distinction is made between School Psychological Clinics, which are run on the Child Guidance Clinic model, and the School Psychologists, who operate on an itinerant basis in schools. These two operate relatively independently of each other, apart from the fact that the itinerant professional refers cases that he feels should have more detailed diagnosis and treatment to the Clinics in the larger centres.

Orange Free State

This province is still in the process of establishing Clinics that will tend to have a heavy bias towards remedial education. The School Psychological Service does not appear to have developed along the same lines as the other provinces although five Child Guidance Clinics have recently been established in larger centres.

Future trends

Although no definite policy has been formulated, at this point it would seem that the future development of school psychology depends heavily upon four major factors:

1. The major factor is the degree to which professional registration of psychologists affects its direction. It would seem

that a separate category of registration of School Psychology would be a logical step to be taken. The academic and practical requirements for such a category may pose problems that stem from some provinces not having insisted on advanced academic qualifications in psychology. It remains to be seen whether the field of Educational or School Psychology can regularise its requirements to meet the demands of the Professional Board for Psychology. A further issue related to this is whether education departments of the provinces will accept the principle that psychologists in their employ should fulfil the requirements of registration as psychologists with the Professional Board for Psychology. In view of the fact that there has not been sufficient time to assess the full implications of recent legislation, it would be premature to speculate regarding future developments in this sphere. It would, however, seem imperative for a compromise to be reached.

2. If the above-mentioned point is realised, University Departments of Education and/or Psychology would become vitally influential. The particular orientation of these departments would exert crucial influences on the quality of the psychological services in the areas served by such university graduates. It would be irresponsible to deny the importance of this field of influence in the future of School Psychology in South Africa, especially if the University departments are to ignore the demands of the practical situation as it exists in school psychological services.
3. The body that possesses the power to decide on education policy is the Committee of Education Heads. The Heads of the Provincial Psychological Services have important roles in that they are in a position to bring to the attention of the Director of Education (who is the provincial representative of the central committee) the needs, orientation, and policy of the Psychological Services in each province. If clearly formulated policy is not forthcoming from any one of the four pro-

vinces, national policy may be determined by ideology that could have long-lasting effects on the future of school psychology in South Africa.

4. Political and social forces cannot be ignored in considering future trends. South Africa's unique political policies may in future years change, which would consequently influence school psychology as well.

In summary

School Psychology as it operates in White schools in South Africa is at a critical point of development. The mandatory registration of psychologists would seem to be a major influencing factor, as would be future political and social developments. The function of School Psychologists is at present still assessment oriented; it would seem that with increasing case loads and demands for highly skilled professional services, a move in the direction of school-based consulting could be considered. It would seem imperative to extend the team by including Social Workers as essential professionals operating within a school system to deal with socially-based problems. This would inevitably release the psychologist to act as a psycho-educational consultant to the school system.

In view of the fact that School Psychologists make up the greatest percentage of psychologists dealing with children in South Africa, it is imperative that policy and perspectives be carefully planned and organised.

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PSYCHOLOGY IN THE SCHOOLS OF INDIA

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Brief history

School Psychology by its connotation, if taken as the same as Educational Psychology, does have an important place in India. It is one of the 10 important branches of psychology according to the Survey of Research in Psychology done in 1972 under the sponsorship of the Indian Council of Social Science Research, New Delhi. In the survey report, the author, Professor M. B. Buch (1972) mentions that the teaching of Educational Psychology began in the colleges of education in India right from the establishment of the first teacher's training college. The first College of Education was started at Madras over 100 years ago. Early work did not appear under the name "School Psychology" but rather under the name of "Educational Psychology" and dealt with topics such as heredity and the environment; intelligence and IQ; learning, remembering, and forgetting; memory and span of memory, learning, and conditioning; emotional problems; adjustment; personality development; social learning; imagining-thinking-reasoning; aptitude; etc. Some tests and experiments on those topics were also included in the courses of study. Topics on educational and vocational guidance were also studied within the framework of Educational Psychology.

The courses in this area expanded as the experiences and the needs of teachers changed and other important topics began to be included such as motivation, interest, attitude, frustration, aggression, concept formation, and problem-solving. Educational Psychology has always been studied as a compulsory course for examinations for diplomas or degrees which have been conducted by either the Department of Education in the various states or by the Universities in India. The teacher training courses led to Basic Teacher's Certificates (B.T.C.), Diplomas in Teaching (Dip.T.), Licentiates in Teaching (L.T.), Bachelors' Training (B.T.) Bachelors of Education (B.Ed.), and Masters of Education (M. Ed.). For all of these training courses, Educational Psychology is a compulsory

subject of study; Child Psychology and Child Development form part of Educational Psychology. Thus Educational Psychology in India is comprised of courses meant for knowing the child and for formulating curricula and methods of teaching in view of the development of the child.

Know the child,
Know the class.
Adapt yourself
To the class.

This is a maxim that lays down the basic principle of pedagogy under which all education in the schools falls. Insofar as the heading of "School Psychology" is concerned, the courses covering this area are called "Educational Psychology" and are taught in Teachers' Training Colleges preparing teachers for Junior High Schools and Secondary Schools in India.

The National Council of Educational Research and Training (NCERT)

To propogate research and training in Education and Educational Psychology, the Indian Government established the National Council of Educational Research and Training (NCERT) in September of 1961 with its headquarters in New Delhi. The sole purpose of this Council is to improve education in the schools in India. It is an autonomous organisation; its function is to give academic advice to the Ministry of Education and Social Welfare. In its functioning the Ministry of Education draws heavily upon the expertise of NCERT in respect to formulating and implementing its policies and programmes in the field of education.

The functions of NCERT

To provide an overview of NCERT, a list of its many Departments and Units is provided:

1. Department of Education in Social Sciences and Humanities
2. Department of Education in Science and Mathematics
3. Department of Teacher Education
4. Department of Educational Psychology and Foundation of Education
5. Department of Social Education
6. Work-experience and Vocational Education Unit
7. Examination Research Unit
8. Examination Reform Unit
9. National Talent Search Unit
10. Department of Textbooks

11. Department of Teaching Aides
12. Workshop Department
13. Publication Department
14. Survey and Data Processing Unit

In order to improve the quality of education in the schools, NCERT promotes and coordinates and aids research in all branches of education: arts, sciences, commerce, and in the techniques of teacher-training. It also organises inservice, extension services, and preservice training programmes and prepares teaching aids and textbooks for all school levels in almost all school subjects. NCERT also prescribes certain textbooks for students to study in order to pass their examinations. NCERT also has a large workshop in which science kits and mini-laboratory equipment are designed to accommodate the science teaching needs of Indian schools. NCERT operates a separate department of Educational Psychology and Foundations of Education with a well-equipped psychological laboratory.

NCERT also has a unit which operates a National Talent Search within India. This Unit conducts all-India competitive examinations for students and awards scholarships for meritorious students to study science and mathematics from the secondary stage on up through the research stage. In all of these functions, use of psychology for selection and guidance is inherent.

In its latest development, in 1973 NCERT set up a Centre for Educational Technology (CET). The function of CET is to develop innovations in education in terms of the use of various educational media; the use of psychology in all educational situations within the school is once again seen as inevitable.

NCERT functions through constituent units such as the National Institute of Education, the Centre for Educational Technology (both at Delhi), and four Regional Colleges of Education in various parts of the country. The main function of the National Institute of Education is to conduct research on educational problems in the school. Nowhere is educational research devoid of school psychology or the application of psychology in education.

There are Institutes of Education in the various States of India;

NCERT not only works closely with them but also serves in a liason capacity between these Institutes and the State Departments of Education. There is an increasing use of Educational Psychology in the functioning of all of these State Institutes.

In the Department of Educational Psychology and Foundations of Education, there is a sub-unit known as Educational and Vocational Guidance. This unit conducts courses to train MA (Psychology) and MEd (Education) level people in the techniques of student counselling in schools. The trained school counsellors are employed by Delhi Administration. The counsellors visit schools and extend help in diagnosing teaching-learning problems and suggest solutions.

Some states in India, such as the one in Uttah Pradesh at Allahabad, have a Bureau of Psychology where training is imparted in guidance and counselling and a diploma in educational-vocational guidance is granted to trainees on successful completion of a one-year course.

Regional colleges of education

There are four regional colleges of education at Ajmer, Bhopal, Bhubneshwar, and Mysore which function under the control of NCERT. These colleges run content-plus-pedagogy courses of four years' duration leading to the BSc or a BEd in Science. Three of them run courses for BA and BEd in Languages. Students in these courses learn the subject matter and also pedagogy. These regional colleges also run inservice training courses for teacher-trainers and school teachers with an emphasis on work experience. The Regional College of Education at Mysore has offered courses for the MSc in Education since the beginning of the 1974-75 Academic Year.

NCERT is a vast All-India Educational Organization which covers the total school education in the country. Where it is applicable, the use of psychology permeates all of its many departments. The character and quality of education in the schools is determined by NCERT; the state directorates of education follow the guidelines which NCERT lays down established in cooperation with the directorates themselves.

Research in Educational Psychology

Financial grants are given for research in Educational Psychology; the main grant-giving organisations are the following:

1. University Grants Commission (UGC)
2. National Council of Educational Research and Training (NCERT)

Teacher inservice gets preference in the award of financial grants. In addition to their one-year, short -range programs, both UGC and NCERT draw up long-range plans for providing grants which last for approximately five years. At present, both of the organisations have plans starting with the year 1975 which continue for the subsequent years until the program is revised. The UGC scheme covers teachers of degree and post-graduate colleges as well as teacher-trainers. NCERT provides fellowships for inservice of school teachers as well as retired teachers; the aim of the research is required to be related to teaching-learning problems as well as to creative work introducing innovations into education. NCERT has set up a Committee known as the Educational Research and Innovations Committee (ERIC) for purposes of initiating and sponsoring research and innovations. It provides financial support for research proposals from within and outside the Council; this support also extends into the Universities. This Committee establishes priorities in educational research. It also disseminates research findings and promotes their implementation in the educational system. NCERT also grants money for the publication of doctoral and postdoctoral theses.

The priority areas of research in which Educational Psychology forms the base are the following:

1. Innovations in projects of curriculum development
2. Innovations in the teaching of various school courses and in teacher training institutions, textbooks, examinations, tests, and evaluation
3. Preparation of science teaching kits and teaching aides
4. Curriculum for work experience and vocational counselling
5. Providing incentives for parttime and nonformal education
6. Guidance and counselling
7. Child development
8. Learning, motivation, concept formation, intelligence, memory, adolescence, creativity, personality, linguistics, philosophy of education, politics and education, comparative education, educational planning, management, and the financing of education.

Fellowships (Junior and Senior) for non-teachers holding the MA in Arts, Sciences, and Education are made available by NCERT through ERIC. The school teachers and the retired teachers, in collaboration with faculty members of NCERT, are frequently encouraged to avail themselves of these fellowships to pursue their research interests in the problems of education. All research facilities are available at the NCERT campus which has a library, a laboratory, an experimental school, and a computer centre. Facilities for consultation and research in guidance are also available through the faculty members.

National Fellowships are awarded to scholars of eminence. They are encouraged to spend a year or two to pursue research in any of the educational problems within the schools and to publish their research reports in the form of a book. Courses on research methodologies and computer programming as well as workshops for educational research workers are also frequently organised by NCERT.

NCERT publications

NCERT has published textbooks in almost all school subjects included in the arts and science courses as well as for technological subjects such as engineering, drawing, elements of mechanical engineering, workshop practice, units on electricity, and the reading and sketching of blue prints. It has also presented books for supplementary reading. It has also brought out some published works in the form of Research Studies and Monographs. Some of the salient publications are:

1. General Problems in Education
2. School Education
3. Conformity and Deviation Among Adolescents
4. Field Studies in the Sociology of Education
5. Teaching Reading: a Challenge
6. Educational Investigations in Indian Universities (1936-61)
7. Second National Survey of Secondary Teacher Education in India
8. Second All-India Educational Survey
9. Sociology of the Teaching Profession in India
10. All-India Survey of Achievement in Mathematics
11. Romance of Teaching
12. Romance of Theatre

13. Yearbooks of Education (One through Four)
14. Educational and Vocational Guidance Movements in India
15. Handbook for Counsellors
16. Research in the Classroom
17. A Survey of School Guidance
18. Education Commission Reports (several different ones)
19. A Guide for Nursery Schools

Many other publications of importance using an educational-psychological approach have been published. Among the Journals published by NCERT are the following:

1. School Science (a quarterly Journal for secondary schools)
2. Indian Educational Review (a quarterly research Journal)
3. Journal of Indian Education (a bi-monthly Journal)

All the publications of NCERT can be obtained from:

Business Manager
Publications Department
National Council of Educational Research and Training
Sri. Aurobindo Marg, New Delhi, India 110016.

The following important Journals have been selected from among the 83 that are published in the field of Education and Educational Psychology in India:

1. Educational and Developmental Psychology
2. Indian Educational Review
3. Indian Journal of Adult Education
4. Indian Journal of Applied Psychology
5. Indian Journal of Clinical Psychology
6. Indian Journal of Psychology
7. Indian Journal of Social Research
8. Indian Journal of Social Work
9. Indian Psychological Abstracts
10. Indian Psychological Review
11. Journal of Applied Psychology
12. Journal of Correctional Work
13. Journal of Education, Calcutta
14. Journal of Education, Karaikudi (South India)
15. Journal of Education, Rajasthan

16. Journal of Education and Psychology
17. Journal of Education for Teaching
18. Journal of Educational Research and Extension
19. Journal of English Language Teaching
20. Journal of Experimental Psychology
21. Journal of General Education
22. Journal of Physical Education and Recreation
23. Journal of Psychological Research
24. Journal of Vocational and Educational Guidance
25. Psycho-Lingua
26. Psychological Studies

In addition, Indian Psychological Abstracts has abstracted 719 research reports in education and psychology. The topical headings of the areas covered are:

1. Developmental and Educational Psychology--theory and practice
2. Developmental stages
3. Abilities and skills
4. Scholastic achievement
5. Educational and vocational guidance
6. Educational Social Psychology
7. Teachers and teaching methods
8. Parents and children
9. Teacher education

Some recent important research (most of which is as yet unpublished) for various academic degrees indicates the on-going research interests as follows:

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The present position

Educational Psychology still forms a compulsory part of teacher training. In Colleges of Education where the MA in Education is still granted, students study Educational Psychology as a compulsory subject and must have acquired a great deal of knowledge about the subject matter to be able to receive a pass in it. Its use in the classroom, however, is not appreciable. Designing of lessons for actual teaching in the

classroom is done only by a few trained teachers after they have obtained a degree for teacher's training and passed out of the training college. Headmasters of schools care little about the application of psychology to learning-responding situations unless they are real academicians or pedagogues. Management in the school is far from looking at the student's psychological well-being; they are interested only in the results of the public examinations, however spurious they may be. The trained teachers forget almost all of the psychological techniques in teaching-learning behavior a few years after training. Consequently, there is hardly any availability of psychological services to rural school students, their teachers, or their parents. This is the practical situation existing at both the Primary school as well as at other school levels.

There was a short period some years ago, in the State of Uttar Pradesh, where District Psychologists were used to oversee the selection process for admissions, the choice of courses, the promotion programme and the examination procedure in the schools. Aptitude tests were administered and students were selected for admission in science, arts, commerce, and agriculture courses. Only those who had high aptitude for a certain course were admitted to that course. Choice of subjects was based on the advice of the Psychologists. After the original experiment, however, the post of District Psychologist was abolished. There were also professionals who were called "Career Masters" who were used to test students for their aptitude, interest, and attitude for various careers in life. On the result of these psychological tests, the candidates were advised to choose a particular career. Unfortunately, that scheme has also been dropped. Delhi Administration, no doubt, hires trained counsellors for school counselling work. The services of these counsellors are available to parents, teachers, and students in Delhi and New Delhi schools to help diagnose a student's problem in respect to behavior, or learning, remembering, forgetting, and also in respect to helping the student develop interests in studies and in physical and recreational activities.

A still better position in recent years has been created by introducing the same set of textbooks for all school children. Throughout the country, children read the same course contents which aim at develop-

ing imagination, information, general intelligence, language, and awareness of commonality in the Indian culture. It is intended that an outlook be developed which moves from national to international living, liking, and working through the use of these course contents. Children are made to see what is common in various cultures and how people living in different parts of the world can better understand each other. NCERT has done a great-social service by creating reading materials which develop a wide outlook from the very beginning of the social life of children. Textbooks on languages and social studies impart information on how Mahatma Gandhi, Jawahar Lal Nehru, and other national leaders changed traditional and superstitious beliefs, attitudes, and sentiments of the common man to where they would make use of scientific and rational thinking, believing, and behaving.

How the entire system of social and personal values was changed through a mass movement for practising truth, sacrifice, and nonviolence presents a powerful demonstration to the new generation in present day schools. In India this is the greatest application of psychology in the education of children from primary to the secondary stage of education. It is through these textbooks and supplementary reading books produced by NCERT that character building and childhood itself is being brought about in Indian schools. The traditional belief in caste and community is being replaced by common brotherhood and sisterhood. Offer of equal opportunity for educational, social, and economic development for all Indians is a strong educational step to remove prejudices, social distances, and stereotypes which one caste had against another both in and out of the schools. Recent legislation has made "untouchability" punishable; this step has created a stir among teachers, students, and parents, thereby changing perspectives, once again demonstrating a practical use of psychology in the schools.

Now children belonging to high caste families and those from disadvantaged families all sit on the same matting of a primary school class, drink water from the same tap, and take their snacks together. Teachers themselves demonstrate that no distinction is made in their behavior with students. Thus psychological proximity is being attempted among students and teachers in all parts of India.

Study of psychology in the schools

The new educational system which provides for ten-plus-two years of schooling in India includes Psychology as a subject of study beginning from the 9th standard of the secondary school. Formerly the study of Psychology was started from the 11th standard as was the case in the State of Uttar Pradesh. In the present system, schools under the Central Board of Secondary Education have introduced Psychology in the list of subjects which students may choose to elect as one of the courses for their final examination. This is the latest indication of recognition given to Psychology as an important discipline in which orientation of school students has been considered necessary. This is also an effective step to enable students to continue with Psychology right from their secondary school education on through the college or university if they find the subject interesting. Courses in Child Development and Child Psychology form part of the basic psychology taught in these school courses.

Research in school psychology assumes an important place among research in other fields. Dr. Rajalakshmi Murlidharan, Specialist in Child Psychology at NCERT, has brought out some important research papers on language development of kindergarten children, preschool education, play preferences of nursery school children, and manifest anxiety in children. T. R. Paliwal and M. V. Singh with others have highlighted the frustration reaction found among emotionally disturbed children and also among enuretics. Dr. Prayag Mehta has made important contributions by his findings on achievement motivation among high school students. Dr. Udai Pareek and Dr. T. V. Rao have carried out important research on classroom behavior of teachers in relation to the mental health of students. Dr. Pareek, who is one of the top psychologists in India, has produced an Indian adaptation of the Rosenzweig Picture Frustration Test (Children and Adult Forms). Dr. Shib K. Mittra, also one of the foremost psychologists in the country and who is serving presently as the Joint Director of NCERT, has made a memorable contribution by emphasizing the study, research, and application of psychology in the schools of India. His great stress is on creativity and innovations in education and in the application of psychology. Dr. Peren Mehta, Head of the Educational and Vocational Guidance Unit of NCERT, in

cooperation with Dr. Shib K. Mittra, has equipped the Psychology Laboratory in NCERT with a variety of test materials. Studies have also been made on motor development, adaptive development, and personal-social development of Indian children which provides guidelines on how parents and teachers should treat children at home and at school.

Mental retardation

In general, school children are tested for intelligence and compared with the Indian norms. Those below the normal level of intelligence are diagnosed as to the reasons for the retardation; hereditary, environmental, nutritional, and/or emotional bases of the retardation have been isolated. The Indian Federation for Mental Retardation (with its headquarters at New Delhi), the Indian Association for the Mentally Retarded, and the Delhi Society for the Mentally Retarded are the major organisations working for the welfare of this group. Special schools and homes for these children have been established; they are also taken care of in Observation Homes where they are trained in domestic tasks and in other manual work. Work in mental retardation is also going on in the Department of Psychology at the University of Delhi under the close supervision of Dr. A. K. Sen. He has some doctoral students working on the problems related to mental retardation.

The Department of Social Welfare of the Government of India has helped by establishing a Child Guidance Clinic and Diagnostic-Evaluation Centre at Mankhurd, Bombay for multi-faceted care of mentally deficient children. An audiology unit, a pets corner (with birds and animals to play with), a physio-therapy unit (with paraffin wax baths and static bicycles), a dental care centre (with arrangements for dental X-ray), and a swimming pool have been added to the clinic. It has on its staff a Psychiatrist, a Clinical Psychologist, a Speech Therapist, and a Play Therapist who all work together in a treatment program for the retardates. A similar clinic is in the offing at Bangalore. The Federation for the Welfare of the Mentally Retarded has put forth a scheme to train teachers on how to use the best methodology to teach the mentally retarded. Furthermore, the Tata Institute of Social Sciences in Bombay has planned to conduct an All-India Survey on the incidence of mental retardation in the country.

The future

The newest developments in education brought about in 1976 appear to lead into the major advancements of the use of psychology in the schools in the years yet to come. The present Prime Minister, Smt. Indira Gandhi; the present Minister of Education, Prof. Nurul Hassan; the Director of NCERT, Prof. Rais Ahmad; and the Joint Director of NCERT, Dr. Shib K. Mittra (the top psychologist in India) have put their heads together to make schooling very much psychologically based. There is every hope of increasing psychological service to schools and in other organisations of health, industry, and trade in the nearest future.

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SCHOOL PSYCHOLOGY IN THE UNITED STATES OF AMERICA

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To describe school psychology in the United States is similar in certain respects to describing the United States itself. It cannot be done without contradictions, disclaimers, and cautions. The heterogeneity of the country-- its people, geography, climate, and politics -- accentuates diversity. The fact that the United States is divided into 50 states, each with its own government, laws, and ethnic and religious mix further adds to the difficulty. However, national characteristics and common American problems and issues have been identified. So it is with school psychology in the United States. In the statement which follows, the "essence," the common problems and characteristics will be stressed. The reader is cautioned that for every generalization made, there will be many exceptions. School psychology in the United States is not a clear-cut professional specialty so distinct that it can easily be described in a succinct way. It is a composite of practices carried out by people given the title "School Psychologist" under a variety of different auspices, who are functioning at different levels of competence under widely varying circumstances. The common core of school psychology is its obligation, often mandated by state law, to identify, assess, classify, and assist with planning programs for children in schools who have special educational needs or handicaps. Beyond that clearly articulated assignment, the practice of school psychology may vary from the banal to the most sophisticated and ingenious professional activities one can imagine.

The development of the specialty

Depending on how far back in time one wishes to go, it is possible to find antecedents which can be used to trace the development of school psychology in the United States. Certainly Charles Darwin's work, emphasizing variations among species and Sir Francis Galton's careful record-keeping on measure of children's behavior set the stage for the use of scientific methods and principles for the measurement of individual differences among children. The tools developed by Binet and Simon in

France in the early 1900's and Terman's revision of their scale in 1916 gave form to the developing interest in individual differences. Also at the same time, in the United States in particular, Sigmund Freud's revolutionary ideas were beginning to receive acceptance. From these ideas, coupled with growing interest in mental hygiene, the child guidance movement developed.

When, then, did school psychology begin in the United States? Some will trace its specific origin to the establishment by Lightner Witmer of a laboratory clinic at the University of Pennsylvania in 1896. Witmer's goals included using psychologists to help educators solve children's learning problems. But the establishment of this laboratory clinic is better known as the beginning of clinical psychology rather than school psychology. Somehow, the emphasis on education diminished and the clinical components of the work of this clinic have remained as part of psychology in America.

Another landmark cited by some as the first instance of practice in school psychology was the clinic for a juvenile court in the Chicago, Illinois public schools, established by William Healy in 1899. Although the psychological services of the Chicago schools may have developed from it, again, this clinic is better known as a precursor of the child guidance clinics as they exist in the United States and again is more closely associated with the development of clinical psychology.

It is reported that Arnold Gesell, the well-known developmental psychologist and physician, was given the title "School Psychologist" in 1915 and employed by the Connecticut State Board of Education to examine backward and defective children. But certainly Dr. Gesell did not really consider himself to be a school psychologist in the same meaning of the title as currently used. The title was a fortuitous one, cited today as an indication of its early beginnings, but its use by Dr. Gesell, a medical doctor, has no special significance for the specialty.

Thus, the historic landmarks most often cited to indicate the early beginnings of school psychology in the United States prove to be landmarks in name only. The truth is less dramatic. What is probably so is that various school districts, especially some of the large city schools, became aware of the possibilities of objective means to identi-

fy children for special educational purposes and appointed people to use these means to do the job. Some of these people were teachers given special assignment. Some were already identified as psychologists because of their training and interest. The specialty developed gradually as the functions of the personnel involved became more and more clearly delineated from others and required full-time effort. In addition to the development of a clinic in the Chicago schools in 1899, it is reported that St. Louis first employed people (who may or may not have been called school psychologists) to test and advise on children's problems in 1905; Detroit in 1910; New York in 1918; Los Angeles and Philadelphia in 1920; Atlanta in 1921; and Minneapolis in 1924 (Magary, 1967).

The earliest use of the title in professional literature appears to have been in 1923 (Hutt). Another reference to the title occurred in 1925 (Walter). During the late 1920's and the 1930's the use of psychologists in schools was sufficiently widespread so that practitioners were able to report their activities in professional journals in psychology and education (Baker, 1933; Cornell, 1936; Kelly, 1939; McClure, 1930; Miller, 1927). In addition, a number of already prominent psychologists realized the potentialities of the application of psychology to school-related pupil problems and wrote articles or books urging the promotion of psychology in schools and discussed the problems involved in doing so (Anderson, 1933; Hildreth, 1930; Hollingsworth, 1933, Oberholtzer, 1938; Symonds, 1933).

The 1940's appear to have been a period of slow growth. Occupied as we were with World War II and then with the return of the country to non war status, little evidence of major changes in the specialty can be discerned. Perhaps the most significant event was the establishment of the Division of School Psychology (Division 16) of the American Psychological Association (APA) in 1945.

By the early 1950's, promoted by the organization of a Division in APA which afforded a means to bring people of like interest together, it became evident that a growing number of school districts had employed psychologists and that an increasing number of universities had organized programs which gave students training in mental testing and psychological theory and research sufficient for them to be employed by

schools. A group of psychologists under the auspices of the American Psychological Association received funds from the United States Public Health Service for a conference on school psychology. This conference, held in August of 1954, called the Thayer Conference because of its location at the Hotel Thayer, West Point, New York, can be considered as the single event which comes closest to the establishment of school psychology as a distinct and major professional specialty in psychology in the United States.

At this conference, guidelines for practice and training were prepared. The report of the conference (Cutts, 1955) serves to this day as the definitive statement about the specialty. Although time has changed some things, the functions of the school psychologist agreed to at the conference still stand as the role broadly representative of what school psychologists actually do in the schools. The standards for training and practice were set high and have served well over the years to keep the specialty moving forward.

One other influence needs to be mentioned in order to fully appreciate the development of school psychology in the United States. Beginning in the early 1950's, slowly at first and then in rapid succession over the past 20 years, various states passed legislation requiring that special education be provided to school-age children. Whenever such legislation included the education of mentally retarded children, guidelines invariably called for the determination of mental ability by qualified personnel. "Qualified personnel" was translated to mean "psychologist" in most instances. As most states required that all personnel working in the schools be certified for such work, interest in the certification of psychologists by state departments of education developed. States began to prepare certification standards for those engaged in assessment for special education and called those who qualified "school psychologists" or sometimes "psychological examiners" or "school psychometrists." These standards were typically prepared with little or no consultation with other states or with psychologists living in the state.

At the time of the Thayer Conference, only six states reported certification of school psychologists required by law, with 14 other

states and the District of Columbia providing for but not requiring certification (Newland, 1956). By 1971, 41 states and the District of Columbia reported state standards for the certification of school psychologists by state departments of education; all of them, it appears, made such certification mandatory for practice in the schools (Graff & Clair, 1973).

It can be seen that the influence of special education legislation since 1950 has been a major influence in the development of school psychology. As will be discussed later, the importance of special education legislation to the growth of the specialty has posed problems for the profession which had not been anticipated. It placed the definition of responsibilities and the determination of the qualifications of the practitioner in the hands of each of the state departments of education, each developing specifications based on the legislation in the state and on conceptions of psychology in other areas. It gave clear priority to one aspect of psychological service to the schools with little regard for other possibilities. The goals of the specialty were articulated by psychologists concerned with schooling. The priorities and duties of the school psychologist in the main were determined by legislators and state departments of education concerned with the implementation of specific legislation.

School Psychology has changed and matured over the years, but the struggle to do so has taken place under circumstances quite different from those faced by other psychology specialties in America. The unusual circumstances have led to a preoccupation with role. In the attempt to do what was required by law and to do what was possible to help schools with their many problems, while at the same time faced with lack of understanding in the school of the potentials of the specialty and separated from the mainstream of American professional psychology, school psychology has had to state and restate for itself and for others what its potentialities might be. It continues to do so even now, and in the process, sufficient change has taken place to justify this preoccupation. The specialty has grown quite dramatically, considering its modest beginnings and difficulties along the way.

The current status of School Psychology

Manpower

No one knows how many school psychologists there are in the United States. The best estimates are bound to contain errors of omission or overinclusion. Part of the problem, alluded to previously, is that the definition of who is a school psychologist in the schools is determined to a large extent by each state department of education. It is not always possible to get exact information about the number of persons certified by states. Not all people employed to do psychological work in schools have chosen or are eligible to belong to professional associations of psychologists, so this means of counting heads by listing association members is not a valid procedure. Also, there are psychologists whose specialty is in other areas but who have become involved or interested in psychology in the schools or who are affiliated with school psychology organizations but do not practice in schools. Many of these professionals consider themselves to be school psychologists. To add to the dilemma, trainers of school psychologists in universities and their graduate students may also identify with the specialty but may or may not be certified to practice in schools. In other words, the specialty is not neat. It does not control its membership and it cannot deny others the use of the title if they can find justification for its use.

Nevertheless, a conservative estimate is possible. Table 1 is a composite of information taken from a survey by Kicklighter (1976) based on data from 32 states and the District of Columbia in 1974. Data for all other states were my estimates, based on educated guesses. It is very important that the reader understand that Table 1 is in part my estimate and that it is undoubtedly incorrect in some respects. It should be used with caution if a state-by-state count is being made. For clarity, Kicklighter's surveyed data are reported in regular print and the estimated numbers in italics. Table 1 refers only to practicing school psychologists as they would be known to state departments of education.

Table 1

Number of Practicing School Psychologists in 1974

State	Psychologists	State	Psychologists
Alabama	10	Montana	56
Alaska	*3*	Nebraska	*30*
Arizona	94	Nevada	30
Arkansas	*3*	New Hampshire	*3*
California	(1973) 1,382	New Jersey	643
Colorado	189	New Mexico	*3*
Connecticut	450	New York	1,915
Delaware	37	North Carolina	43
District of Columbia	40	North Dakota	*3*
Florida	290	Ohio	763
Georgia	187	Oklahoma	22
Hawaii	*20*	Oregon	*90*
Idaho	*3*	Pennsylvania	*300*
Illinois	700	Rhode Island	40
Indiana	168	South Carolina	*35*
Iowa	200	South Dakota	*3*
Kansas	165	Tennessee	130
Kentucky	*15*	Texas	171
Louisiana	*6*	Utah	55
Maine	*15*	Vermont	*6*
Maryland	*90*	Virginia	210
Massachusetts	*85*	Washington	245
Michigan	550	West Virginia	*15*
Minnesota	(1973) 147	Wisconsin	425
Mississippi	55	Wyoming	*2*
Missouri	*15*		

Surveyed 9,420 *Estimated 724* Total number 10,147

If Table 1 were updated to 1976, assuming some continued growth during the ensuing two-year period, a reasonable estimate of the number of state-certified or practicing school psychologists might be about

10,400. In addition, if those involved in training, advanced students beyond the Master's Degree level, and psychologists who chose to view themselves as school psychologists were added, the figure might be closer to 12,000.

In the United States there are about 42,000 members and associate members of the American Psychological Association. A rough estimate of the number of additional psychologists who are not APA members would be about 10,000 to 12,000. Thus it would appear that school psychology may well account for 20-25% of all American psychologists. If correct, this high percentage would astound most American psychologists. The visibility of the specialty to other psychologists and educators is simply not commensurate with its proportion.

The ratio of school psychologists to pupils in school in those states surveyed by Kicklighter ranged from 1:53,000 to 1:1,000. Actually, the range is undoubtedly much greater. There are school districts with no psychological services at all. In some favored schools, the ratio may be as low as 1:100. The ratio most often recommended by school psychology organizations and writers in the field is from 1:1,500 to 1:2,500. Typically, ratios are highest (worst) in large school districts and best in small school districts. They are better in suburban areas than they are in highly urban or rural areas. Much of the United States is segmented into enclaves of people of like socio-economic status. Most Americans of upper-middle and upper socio-economic status live in suburban areas or else in urban or rural areas in which private schools are available. Local taxes tend to be used to pay for a substantial proportion of a community's public schools. It is understandable why the more affluent schools are able to afford and to want the services of school psychologists, resulting in better ratios for the affluent than for the less affluent. Of course, many exceptions do exist, but the pattern can be considered as holding across much of the United States.

A few states tend to have the most school psychologists. The specialty is highly developed along the East coast, the West coast, and sections of the Midwest in those "wealthier" states in which progressive legislation concerning education, especially special education, has al-

ready taken place. The parts of the country in which expansion in the number of school psychologists employed can be expected are the Southeast, the Southwest (other than California), and in those few states throughout other regions of the country where mandated identification and education of handicapped children is in process of becoming law and where population is expanding most rapidly.

Most school psychologists are paid on a salary scale which is generally better than that of public school teachers. In 1975, based on a survey of members of Division 16 of the American Psychological Association and of the National Association of School Psychologists (NASP), it was learned that only 13% of respondents were paid according to a teacher salary scale. All others received additional increments of pay (Hyman, Friel, & Parsons, 1975). Table 2 contains information about school psychology salaries for respondents from 46 states.

Table 2

Salary Information for School Psychologists, 1975

Salary	Percentage
Under $10,000	2.5
$10,000-13,999	12.9
$14,000-14,999	7.0
$15,000-17,999	21.9
$18,000-19,999	15.8
$20,000-21,999	11.7
$22,000-24,999	9.7
$25,000-30,999	6.1
Over $31,000	2.0
No response	10.4
	100.0

Organization of services

Models of service organization tend to relate to size of school district, but, as always, with many exceptions. The large urban schoo districts often have a centralized bureau of psychological services serving the entire school district. One extreme of this kind of organization i: the school psychological services clinic or center to which

children are brought after referral by teachers, school administrators, or parents. In this kind of system, the school psychologist functions much as he would in a child guidance center. All work is centralized. The difference between the centralized school clinic and the community-based child guidance clinic may be in the nature of the problems referred, the degree of interdisciplinary professional involvement (especially the amount of psychiatric involvement), and the degree to which follow-up is done. Most often this kind of school-based clinic serves as an evaluation and recommendation service for the school district mainly assisting with classification of children for special education.

A more common system of large school district organization is the centralized office or bureau that serves as an administrative base for apportioning and overseeing services to local schools in the district. Here, school psychologists are assigned for a major portion of their work to specified schools; they use the headquarters primarily as an office and as a means to communicate with other psychologists in the district.

In those school systems that are small or isolated, the most common pattern is probably some form of regionalization in which a central bureau which serves a number of independent school systems is organized and a staff of psychologists is employed to serve the region. This is the rural and suburban counterpart of the urban system described above. Again, the psychologist may meet his or her clients in a centralized office and/or may visit a number of schools on a regular basis over the course of the school year.

In moderate-sized schools, the organization most often used is that of employment of school psychologists by each school district. Each school psychologist is responsible for offering service to some small number of schools in the district. The psychologist may be in a particular school every day, several times a week, or on a schedule of once a week or less. The school psychologist, within broad guidelines determined by the district, may have considerable freedom to offer services suitable or needed by the schools they serve.

The kind of organization used to provide service is extremely important in determining the kinds of service offered. The less frequent-

ly psychologist can be in a school, the more likely it is that their major functions will involve assessment or indirect in-service education of teachers. The more frequently they can be in a school, the more likely it is that they will offer both direct service to children (including counseling) and consultation to teachers on problems facing them in their work in the classroom.

The combination of ratio of psychologist to pupils and the organization used to offer services are direct determiners of how psychologists' roles in the school are perceived. Their aspirations and potential for service are highly modified by these factors.

Again, there is no uniquely American pattern. There is an American ideal. If the literature in school psychology in the United States represents the aspirations of its practitioners, then involvement on a frequent basis in a limited number of schools would be the ideal organizational model.

Certification

In 1971, 41 states and the District of Columbia certified school psychologists through their state departments of education. Certainly by now additional states have been added to the list. The requirements vary enormously. According to Graff and Clair (1973) there were eight states that accepted the bachelor's degree (four years of postsecondary school study) as the lowest level for certification, provided the degree is coupled with additional graduate credits specified by the state. At the highest level, 13 states required a doctoral degree for certification. About half of the states included in the survey had multi-levels or grades of certification, requiring additional education or course credits in order to progress to a higher level of certification. Typically, those states that do certify require a minimum number of graduate credit hours of course work in areas of content and skills and evidence of some kind of supervised field experience, ranging from "some" to at least one year of full-time supervised internship under specified conditions. Not every state requires the same areas of course work. Only 49% indicated that particular courses were necessary.

Table 3, adapted from Graff and Clair, lists the course work, the percentage of states (of those requiring special courses) requiring it

as a requisite to certification, and its rank among those states reporting.

Table 3

Areas of Course Work Required for Certification in 1971

Area	Percentage of States Requiring	Rank Order
Intellectual Assessment	95	1
Tests and Measurement	90	2
Statistics	85	4
Counseling and Therapy	85	4
Psychology of Exceptional Children	85	4
Personality Assessment	80	6
Personality	75	7.5
Learning	75	7.5
Projective Techniques	60	9
Child Development	55	10.5
Educational Psychology	55	10.5

In 1972 the Division of School Psychology of APA developed guidelines for certification of school psychologists called "Proposals for State Department of Education Certification of School Psychologists" (Charry, 1972a). Among its proposals was the recommendation that states certify training programs rather than courses taken by students, allowing approved programs to determine which students best meet high standards of practice. As will be seen in the next section, the growth of training programs made such a recommendation possible. Further, as was already happening in many states, it recommended differentiation of levels of certification, with recognition that many of the tasks in which school psychologists engage require different levels of training and that the needs of different states would vary. It recommended the highest level, Level I, to be graduation from a doctoral training program in school psychology accredited by the American Psychological Association. Level II would include graduates of nondoctoral school psychology programs which required at least 60 semester hours or more beyond the Bachelor's Degree (approximately the equivalent of two years

of full-time study after completion of a four-year bachelor's degree program). Level III would include graduates of specialty programs in psychology, but not necessarily school psychology, with 30 graduate credits. This level of functioning would include supervision by a Level I or II certified psychologist. Level IV was designated as a Psychology Assistant and required a bachelor's degree with at least 30 credits of undergraduate work in psychology. These Assistants would work under supervision and would help the others with routine work.

The proposal to the knowledge of the author, has not directly been adopted by any state. The move toward approval of training programs as a substitute for course credit certification and the gradual change to multi-level certification are taking place in a growing number of states.

For those school psychologists who are interested in demonstration of high level competency, it is possible to become a Diplomate in School Psychology through the American Board of Professional Psychology, Inc., an independent organization affiliated with the American Psychological Association. Diplomate status is awarded in Clinical, Industrial-organizational, Counseling, and School Psychology. In order to become a Diplomate, the candidate must hold a doctoral degree in psychology, have five years of experience after the receipt of the doctorate, be recommended by other Diplomates or Fellows of APA, and pass both written and oral examinations. Although Diplomate status is not a requirement for state certification or even for licensing for private practice, it is a mark of professional distinction, and a small number of school psychologists apply for it each year.

Training

Formal training in school psychology is of fairly recent origin. During the 1950's at least ten colleges or universities claimed to offer specializations, usually within special education or clinical psychology programs, that prepared students to be certified in their respective states to practice as psychometricians in schools. In 1952 the first formal training program at the doctoral level in school psychology was established at the University of Illinois by T. Ernest Newland (Cutts, 1955). By 1961, 30 programs at both the doctoral and nondoctoral levels

had been identified (White, 1963-64). In 1973-74, there were at least 146 programs in existence (Bardon & Wenger, 1974), certainly a phenomenal rate of growth over a period of 12 years and an indication of the rapid development of the specialty in the United States. Of these programs, ten offered only doctoral programs, 49 offered both doctoral and nondoctoral programs, and 85 were at the Master's degree level only. An increasing number of universities over the years had begun specialist programs, usually the equivalent of two to three years of full-time graduate study, intermediate between Master's and Doctoral level offerings.

By 1974, the training enterprise in school psychology was a large one. It involved a total of at least 596 university faculty members who were in some major way committed to school psychology training, with 322 involved as program directors or full-time school psychology faculty. There were a minimum of 5,973 students enrolled in training programs, 57% of them as full-time students. Doctoral students numbered 1,371; intermediate level students numbered 1,192; and there were 3,410 Master's level students. Training program emphasis varied greatly among programs. Those emphases mentioned by most programs included psychoeducational assessment (71%); teacher consultation (46%); remediation of learning difficulties (34%); behavior modification (24%); and child development (23%). Overall, slightly more than 50% of all students were women. Only in doctoral programs did males outnumber females, and here the differences were not significant (Bardon & Wenger, 1974).

Unfortunately, there is no way to determine changes in program numbers or emphases during the past several years as no further studies have been made. Considering the economic state of the nation between 1973 and 1976, it is speculated that growth has continued at a diminished rate, and that the number of programs and student enrollment have probably remained about the same as they were in 1973-74.

By far most of the students in school psychology are graduating at the nondoctoral level. A vast majority of the training programs are located in departments of universities other than traditional psychology departments, often in schools of education, special education departments, or counseling and guidance departments. There is evidence

(Chartoff & Bardon, 1974) that doctoral graduates tend not to stay in schools as practicing school psychologists. Based on a study of the doctoral graduates of all programs in school psychology from 1953 through 1970, it was found that only 23.5% were working in schools as psychologists. The others had become professors in training programs or teachers colleges (33.6%); administrators of special services in schools (10.1%); clinical psychologists (10.0%); with the rest involved in a wide variety of career specialties.

Standards of training vary greatly. While some of the school psychology programs are exemplary models of professional training at both the doctoral and nondoctoral levels, others are token programs offering minimal training in the skills and professional attitudes needed to work effectively in schools. Program accreditation, a means to check the quality of programs, is done at the nondoctoral level by the National Council for Accreditation of Teacher Education for those programs located in schools of education. At the doctoral level, the American Psychological Association accredits those programs which apply, but accreditation is not mandatory. The trend, already mentioned, for states to approve training programs as an alternate means to get students certified is a hopeful sign that increasing numbers of programs will be audited and examined to determine the quality of training offered.

The National Association of School Psychologists (NASP) has prepared a useful manual (Training & Accreditation Committee, 1972) on "Guidelines for Training Programs in School Psychology" which could serve as a basis for program accreditation, especially for nondoctoral programs. The Division of School Psychology of APA has also prepared guidelines for accreditation of both doctoral and nondoctoral training programs (Charry, 1971; 1972b). The criteria for program improvement exist. The interest in actually carrying them out is not uniformly present.

Role of the School Psychologist

The literature in school psychology in the United States is replete with statements on what school psychologists do, could do, and should do. As mentioned, this preoccupation with function is at least partly attributable to the dissonance which exists between what schools demand of psy-

chologists; what psychologists are led to believe they could do, given the opportunity; and what their biases and points of view lead them to believe they should do.

The clearest statement of the possibilities for the specialty is probably found in a document published by Division 16 of APA in 1958 (Div. 16, American Psychological Association, 1958). Prepared by a Committee on Reconsideration of the Functions of the School Psychologist, it presented a detailed listing of services which could be provided to the individual child, to the school as a whole, to the community, and to research. It is comprehensive and includes almost everything one could think of now as appropriate for school psychologists to do. So, the statement of what could be done has been in existence for at least 18 years!

What should be done provides school psychology with much of its controversy. It is in this area that proponents of various points of view and persuasion hold forth. For instance, some hold that testing is evil and should not be done at all. Others think our major mission is the improvement of special education. Primary prevention is stressed. Direct intervention with children and parents through psychotherapeutic means is preferred by many. Consultation with teachers and administrators is the way for others. Behavior modification, system analysis, child advocacy, group counseling, and humanistic encounter approaches all have their proponents. The fact of the matter is that, in school psychology, virtually all of the ideology, gimmickry, theoretical orientation, and even political persuasion present in all of American psychology can be found. Because school psychology is not as firmly fixed in its functions as are other professional specialties in psychology (clinical, counseling, industrial-organizational) it is more vulnerable to influence. Seeking identity and improvement of function, it reaches out for whatever is available and seems to find it. Therefore, it presents a somewhat bewildering and often confusing-to-others picture of what it should be.

What school psychologists actually do is much less bewildering. In almost all instances a significant portion of the school psychologist's time is given to the traditional role assigned him/her by the

schools and by law. School psychologists receive referrals from teachers, mostly for children who are having difficulty learning or adjusting to classroom expectations. The school psychologist assesses the child through the use of tests, interviews, and observation. The school psychologist then prepares a report of findings and recommendations. Often a conference is held with the teacher and/or parents to explain the findings and recommendations. A vast proportion of referrals are for children being considered for special education provisions, and the school psychologist is expected as part of his/her evaluation to determine whether the child is eligible under state guidelines, and, if so, to recommend a classification and to assist with preparation of a plan for educational arrangements. All else done by the school psychologist is secondary, so far as most schools are concerned. Yet, all other activities are considered by many school psychologists as among those that they believe can be most helpful to children, teachers, and the school systems. Herein lies the major frustration for school psychologists. What they are asked to do is not sufficient to make them feel they are reaching their full professional potential. What they want to do does not usually take place automatically or easily. It requires considerable preparation, compromise, patience, and skill at proselytizing.

Given a choice, what then would the school psychologist do? A pamphlet prepared by the National Association of School Psychologists called "School Psychologists Provide Help for Children-Teachers-Parents" provides a list that gives the flavor of the many kinds of activities desired by school psychologists. It includes: parent conferences; teacher conferences; recommendations for help; counseling; consulting; prevention of potential personal and school problems; identification of and planning for the special needs of the educationally deprived child; testing and test interpretations to teachers and parents; planning jointly with teachers; educational and mental health programs for individual children; conducting in-service training of teachers; initiating and leading parent education; psychology information sessions; preventing failure and school drop-outs; improving mental health of all children; determining causes of learning and adjustment problems; early identification of exceptional children; initiating and encouraging pro-

grams for handicapped children; improving curriculum and school problems; research in the schools; speaking to parent groups (Parent-Teacher) and community service organizations; liaison between the school and the community; encouraging legislation for children's learning and mental health problems.

School psychologists are willing to do almost anything they can to help schools, children, parents, and teachers. The specialty is idealistic in its desires but limited by the educational level of many of its practitioners and by the schools' priorities. To practice as a school psychologist in the United States involves a constant struggle to define one's role to meet professional expectations, to help educate the schools about the most useful way in which the school psychologist can be used, and at the same time to meet adequately and competently the requirements for service asked for by the employing school district.

Professional organizations and journals

As school psychology has become a distinct specialty it has needed means to deal with its special problems and issues. Two major national organizations serve school psychologists. The Division of School Psychology of the American Psychological Association, with about 2,700 members and associates, is the major voice for the specialty in American psychology as represented by APA. Through this Division, it has been possible to develop accreditation of doctoral programs in school psychology and Diplomate status for the specialty, to influence state certification guidelines through position papers, and to provide a wide range of educational programs and information for and about school psychologists.

The National Association of School Psychologists, first organized in 1969, has about 3,000 members, many of them representing a constituency not well represented in Division 16 of APA. It is expressly involved in furthering the interests of people within the profession and has served particularly well those school psychologists who for various reasons have chosen not to affiliate with APA or are not eligible for membership in that organization. It has taken on all of the duties of a major professional organization including member education, position statements on major issues affecting the field, and concern for the problems of state

and local groups of school psychologists. While there is overlap in function and purpose of the two groups, increasingly the two organizations have sought cooperation and mutual support.

The scholarly and professional publications of the specialty are the Journal of School Psychology, begun in 1963, and Psychology in the Schools, first published in 1964. More recently, in 1971, NASP began its own journal called the School Psychology Digest. In addition, both Division 16, APA and NASP publish newsletters. The APA journal Professional Psychology includes school psychology as one of its areas of concern, and the American Psychologist, the monthly journal of APA from time to time has published major statements on school psychology (Bardon, 1976). A number of state associations also publish newsletters dealing with topics of special interest to school psychologists.

Issues and problems of school psychology

School psychology is involved, as are all professions, in the massive changes taking place in almost all areas of life in the United States. Below, briefly stated, are those issues, both large and small, which are most seriously influencing the further development of the specialty of school psychology.

Legislation

Perhaps the most dramatic changes in the practice of school psychology are related to legislative action at both the national and state levels. When the United States Supreme Court declared in 1954 that separate schools for white and black children could not provide equal schooling, the way was open for additional legislation concerned with the further protection of human rights. In particular, three kinds of legislation have deeply affected the practice of school psychology: special education, protection of the rights of minority groups, and protection of the rights of parents and all children. Because the influence of legislation is intertwined, in the following account no attempt has been made to deal with particular pieces of legislation. Rather, a logical sequencing of events is presented in order to give an overview of how the specialty has been influenced.

Special education legislation since the early 1950's has included larger and larger numbers of children and more kinds of handicapping con-

ditions. At first, the physically handicapped and the mentally retarded who could be accommodated in public schools were the recipients of legislative assistance. As time passed, new categories were added until in some states there were as many as 11 different handicapping conditions eligible or mandated to receive special education services. The thrust of legislation has so far been categorical. In order to receive federal or state funding, a child has had to be given a label, and, because of their skills in assessment, school psychologists were prominent in helping to identify which category fit which child. Along with the increase in the number of categories, there was a corresponding increase in paper work, use of guidelines, and, often, involvement of other special service and educational personnel in decision making.

Based in large part on legislation in Pennsylvania, the idea spread that communities were responsible for the education of all their handicapped children regardless of the severity of the handicap, at all ages at which education, broadly defined, was possible, regardless of where the child was located. Implementation of such encompassing concern for the handicapped has proceeded slowly and fitfully. Yet, recent national legislation is in the direction of ensuring that concern for the special needs of children in schools will occupy the attention of educators for decades to come. School Psychology's interest in many quarters to become less involved with the specific responsibilities assigned it in special education is likely to be thwarted.

At the same time as special education legislation was passed, concern was shown for the plight of minority group children in American schools. The issue of whether intelligence is primarily due to heredity or environment became a focal point for a number of associated issues. The fact that disproportionate numbers of minority group children were assigned to classes for the so-called "educable mentally retarded" heightened concern that children were being labeled as retarded based on test scores which did not adequately reflect their true mental ability. Segregated special classes and the use of intelligence tests were criticized as instruments used by schools to discriminate against minority group children. In the way special education procedures had been established, school psychologists stood as "gatekeepers" to the entrance of special

education classes. As the prime users of intelligence tests in the placement procedures for children who entered special education classes, the school psychologist--once almost ignored by educators and psychologists alike -became a central figure in the larger struggle for human rights. Unfortunately, the image conveyed to many was that of a "carrier" of discrimination. Both the tools (intelligence tests) and the user of the tools (school psychologists) were seen by many as villains. In one state, California, a lawsuit is pending concerning placement of Black children in educable retarded classes. The California State Board of Education, awaiting the results of court action, has prohibited the use of individual intelligence tests in the classification of Black children for educable retarded classes, thereby depriving the school psychologist of one of the measures he/she used to make professional judgments required by law.

In 1974, the so-called Buckley-Pell Amendment to the Higher Education Act of 1965 (Public Law 93-380) made it mandatory throughout the nation for school records to be available to parents and students age 18 or older. The long-established system of record keeping including the use of cumulative recording of information about student intelligence and achievement, teacher opinion, and reports from outside agencies was disrupted. It is now law that parents may see school records, and states must establish rules and regulations for administering such procedures. The nature of school records and the ways in which psychological reports and records are kept and presented have been drastically altered.

In many areas, in another effort toward the improvement of human rights, "informed consent" is required before children can be involved in nonroutine school activities. Parental permission is needed before a child can be seen by a school psychologist. Research cannot be carried out in schools until parents are informed of the nature of the research, assurances given that the child who is a subject is not at risk, and written parental permission granted. Parents must be told about special class placement and given an opportunity to appeal if they disagree with the classification.

These powerful demonstrations of changes in American society have produced by-products which are disruptive for the practice of school psy-

chology. Rules and regulations have become as much determiners of professional activity as professional judgment The process of offering services has been slowed, involving as it does paper work, consultation with others, and procedures for ensuring parent and pupil rights. The fear of lawsuits has made the school psychologist and his employer more cautious in proceeding with new ventures. At the moment, the practice of school psychology--as is true with most other professional endeavors in the United States--seems to be in a period of quietude. Progress and major change will undoubtedly occur later, but first assimilation of changes made through legislation must take place.

Problems of the specialty

Aside from problems cast upon it by societal changes, school psychology has some internal problems still in process. One issue is this: Is school psychology a profession by itself or is it a specialty of psychology? Another way in which this issue can be stated is: Is there a School Psychology or are we to be concerned with the practice of psychology in the schools? The development of NASP is one expression of this issue. NASP developed in part because many school psychologists did not view themselves as psychologists first and school psychologists second. They did not see the American Psychological Association as adequately representing the special interests of school psychology and did not find affiliation with other specialties in psychology as germain to their interests and professional activities. One of the underlying issues in this division of opinion has to do with the fact that, in the main, school psychology in the United States is a Master's level specialty. The American Psychological Association maintains that the entry level for full professional functioning in the United States is the doctoral degree. One cannot become a full member of APA without a doctorate, except under special circumstances. Many school psychologists have come to feel like second-class citizens in psychology; do not like the feeling; believe they are competent to do respectable and useful work; and have disassociated themselves from the mainstream of American psychology.

At the state level, well-organized groups of school psychologists in some states have used political action to find ways to gain licensing

or certification to engage in private practice for a fee, although licensing as an unrestricted psychologist in order to carry out an independent practice in states which do have licensing generally requires a doctorate. This move has strengthened the impression that school psychology is not psychology but is a separate profession. At the same time, clinical psychology in the United States has fought a long and difficult battle for parity with psychiatry for the right to independent practice in psychotherapy. Within the next several years, national health insurance is likely to become law in the United States. Whether psychologists are included in such a revolutionary change in health practices may well rest on how convinced the Congress of the United States is that psychologists represent high level practice equal to psychiatry in its ability to deliver mental health services. Clinical psychology has seen school psychology's efforts to achieve nondoctoral licensing as detrimental to its interests and, in its view, to the interests of society. And so, school psychology, already at odds within its own ranks, is also at odds with its sister specialty of clinical psychology.

Another stress within school psychology is its relationship with and reliance on clinical psychology. As already noted, school psychology accounts for close to 20-25% of American psychologists, but clinical psychology is clearly the dominant, visible, and influencial practitioner specialty in the United States. Some training programs in school psychology are in actuality master's level clinical psychology programs. Many of the tools and methods of school psychology are based on clinical psychology practice, research, and theory. Although great progress has been made in school psychology to make its efforts more closely related to the problems of schooling, school psychology has not really developed its own research, theory, or conceptual bases to any significant extent. It relies on other areas of psychology for its ideas and methods, especially clinical psychology. Its claim to independence as a profession is based on its location in schools and the special problems it has in maneuvering within schools. It is, of course, difficult to claim autonomy under these circumstances.

Problems of involvement in schools

School psychology has grown rapidly as part of American schools because legislation made the use of psychologists in the schools either mandatory or desirable. Educators are interested in the delivery of services to children and are not especially concerned with who does the delivery as long as it gets done, meets the requirements of the law, and is done reasonably well. If special educators, guidance counselors, social workers, or others can do what is needed, and it is permitted by law, school personnel would be pleased to use them along with or instead of school psychologists.

Especially with the rapid development of interest in learning disabilities and the de-emphasis on the use of tests in schools for special education classification, other specialties have been constituted which offer services easily perceived as similar to those offered by school psychologists. Learning disability consultants, a new breed of special educator, in some states are regarded as highly useful specialists. The learning disability specialist can administer tests and can prescribe educational programs for children. School psychologists are now called upon to justify their existence as never before. The question of accountability (can you prove or document your usefulness?) has become a familiar one in schools where various specialists are used or where budget cuts are necessary and all school personnel are being carefully scrutinized.

The complexity of assisting children with school-related problems has led to the use of teams of specialists in the schools. The school psychologist, once a general practitioner of a sort in many schools, has now to deal with the problem of specialization in a team approach in which team members often have overlapping and competing responsibilities. In addition to the traditional and desired roles of the school psychologist, he/she must also deal with the dynamics of teamwork, division of labor, and competition for dwindling financial resources for special services in the schools.

The future

There is little question that school psychology in the United States is in a period of considerable disequilibrium. It is not an easy time to

be a professional of any kind in the United States. The changes taking place in the country are occuring so fast it is not possible to pause long enough to determine how things might be in 10 or 20 years. Reaction is almost always to deal with the immediate problems created by new laws, current strife, and present-day issues.

It is important to recognize that what is happening to the specialty is not all bad. It may be discomforting, but there is certainly justification for optimism. The changes and stresses discussed are bound to produce new ways of operating not possible before. One cannot quarrel with the need for protection and preservation of human rights and for better quality of education and educational services. The school psychologists are forced by changes out of their control to reconsider how to assess children, to justify their existence when others are offering overlapping services, to determine whether or not they are psychologists as defined by other psychologists in America, to re-examine the entry level for practice, to find ways to be of even more service to schools through direct intervention as well as through assessment, and to develop methods and instruments and the theoretical underpinnings which substantiate their use which will permit school psychology to claim its right to remain a separate specialty in psychology or to become a distinct profession in the schools.

Certainly specific predictions about the future cannot be made. Nevertheless some modest guesses are possible, based on the belief that school psychology can continue to justify its usefulness as a distinct professional entity. It is likely that the number of school psychologists in the United States will continue to increase but much more slowly than in the recent past. It is also likely that the level of training will be raised as competition with other school specialties requires that school psychologists demonstrate special skills and competencies. The number of training programs will probably remain at about the 1973-74 level. Legislation will continue to place emphasis on the individualization of education and insist that programs for children with special needs be developed, using well-trained specialists to assist with the task. This assignment could help school psychologists become more involved with the schooling of children and may lead to diminishing reliance on clinical psy-

chology. Even in clinical areas such as psychotherapy and personality assessment, school psychology could develop school-related methods and skills which will assist schools to help children, which will be different enough from those used by other specialties in psychology and in education to warrant the continuation of the specialty distinction.

In making these mild predictions, there is an implied concern that unless they come true, school psychology as we know it will no longer exist. An alternative, already much discussed, is the amalgamation of all specialties in professional psychology into one clinically-dominated profession with practitioners choosing to develop specialties in different areas, including school.

At present, school psychology remains a vigorous, maturing, changing part of American psychology and education. It is more visible than it has ever been before. It has influenced American education to a greater extent than most psychologists and educators ever thought possible. Despite its many problems and the problems in American education, it continues to expand and to attract students who are able to gain employment. It is a lively part of American psychology and it is at the crossroads. It will be interesting to try to describe school psychology in the United States ten years from now.

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EDUCATIONAL PSYCHOLOGY IN MEXICO

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Elementary education in Mexico includes two levels: preschool and primary. The preschool level encompasses a three-year program and the primary level is organized to include six grades. The preschool level is not required, but attendance at the primary school is compulsory.

Secondary education comprises a three-year program which is followed by another three years of college preparatory education. On completion of this cycle the student is ready for admission to the University. Teachers are trained at Normal Schools, not at universities, and technical education is offered at institutions exclusively designed for this purpose.

Primary and secondary school, teacher training institutions, and technical schools fall under the legislation and authority of the Ministry of Education (Secretaría de Educación Pública) but preparatory education is the responsibility of autonomous universities (Díaz Guerrero, 1966). Mexico's educational system under the Ministry of Education offers only one curriculum for all Mexican students and provides all elementary textbooks free of charge. This is not the case with university affiliated programs. The system includes both public and private schools; the former are free of charge and the latter are supported through a tuition system.

Aware of the changes needed in the educational system at all levels, from January to June, 1971 the Ministry of Education convened 22 regional assemblies which were held throughout Mexico, from northern Baja California to southwest Yucatán (S.E.P. 1971). The most important conclusions reached at these meetings may be summarized as follows: a) there is a need to formulate a new curriculum in accordance with the social

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and economic reality of the country; b) innovative didactic methodologies must be developed and applied; c) the content of the new textbooks to be written should be designed to facilitate the teaching-learning process; d) a revision must be made of teacher training programs (Bravo Ahuja & Carranza, 1976). This was the preface to the Educational Reform. Since the completion of these 22 assemblies, serious efforts have been made to implement the aforementioned conclusions.

Within this context and keeping in mind these characteristics of the educational system, let us explore the historical development of psychology in Mexico and the role of the Educational Psychologist in this country.

Historical Development

In all processes of development there seem to be preparatory stages from which the elements of growth are generated. Such is the case in the development of psychology in Mexico where there is a period during which stirred the beginnings of this discipline. We may go back into the XVI century when the first mental institution was established in Mexico City by Bernardino Alvarez (1576) but it was really not until the XIX century that the incipient stages of psychology began to appear. In 1835 a summary of Dr. Gall's phrenological system was written by Jesus Pacheco under the name of Exposición Sumaria del Sistema del Dr. Gall, and in 1884 another publication, Psiquiatría Optica by Rafael Serrano, became known (Ardila, 1971). The first decade of the XX century brought to light an increased interest in the subject of psychology. Enrique Calderón wrote La Psicología (1902) and Ezequiel A. Chavez translated into Spanish Titchener's work A Primer of Psychology (1903) which was to be used as a textbook for over 25 years. In 1904, José Olivera wrote Embriología y sus Relaciones con la Psicología y la Religión and Juan N. Cordero authored, in 1907, La Vida Psíquica (Ardila, 1971).

José Meza Gutierrez and Ezequiel A. Chavez received the spotlight during the second and third decades of the XX century. Meza Gutierrez distinguished himself through his writings Ficción y Locura (1911) and Paranoia y Psicósis de Obsesión (1917). Chavez' pioneer efforts in the development of psychology became one of the most important contributions

of this period. He wrote Ensayo de Psicología de la Adolescencia (1928) and initiated a program in psychology at the Faculty of Philosophy and Letters at the Universidad Autónoma de México (UNAM). According to Robles (1952) this essay was the most important work published in Latin America during this period and was a central contribution of Mexico to psychological literature. Chavez also developed the initial curriculum of the psychology program and taught courses in educational and experimental psychology. The first Director of this program was Antonio Caso (Robles, 1952). Another pioneer in the field was Enrique Aragón who established a laboratory of experimental psychology and was director of the Institute of Psychology and Psychiatry at UNAM (Ardila, 1971).

For many years psychology was related to other disciplines, especially to philosophy and to medicine. Graduates from training institutions in Argentina, Europe, and the United States returned to Mexico with a diploma in Freudian psychoanalysis and the UNAM soon became fertile ground for their lectures (Lichtszajn, 1975). The students during this period did not have a well-defined professional identity and were easily attracted to Freudian psychoanalysis; they would soon find out, however, that they did not have the academic background to pursue further training and were subjected to a great deal of frustration in their endeavors (Lichtszajn, 1975). Among the most distinguished representatives of psychoanalytic thought have been Santiago Ramírez and Francisco Gonzáles Pineda. The best-known contribution is that of Ramírez in his book El Mexicano: Psicología de sus Motivaciones (1959). González Pineda has also left a testimony of his influence through his books El Mexicano: Su Dinámica Psicosocial (1959) and El Mexicano, Psicología de su Destructividad (1959).

In 1945 the Psychology Program was raised to a higher status with the establishment of a department of psychology at UNAM. The curriculum consisted of two semester courses dealing with psychological theories and of studies done in foreign countries with foreign subjects; only two courses were offered in the area of research. These two one-semester courses were Elementary Statistics and Experimental Psychology (Díaz Guerrero, 1971).

A most significant event in the history of psychology in Mexico was

the founding of the Inter-American Society of Psychology in December, 1951 during the IV World Congress of Mental Health which convened in Mexico City. The Inter-American Society of Psychology (SIP) has been instrumental in the accomplishment of many projects developed by Mexican psychologists in collaboration with their counterparts from South and Central America and from the United States and Canada. The II, V, VII, and VIII Congresses of this organization were also held in Mexico City (Ardila, 1971). The interchange of ideas, professors, students, and research information has been of tremendous value to the advancement of psychology in this country.

A prominent leader in the development of psychological research has been Rogelio Díaz Guerrero. In 1952 he wrote La Salud Mental y Social del Mexicano (Ardila, 1971). In 1958 he became parttime professor at UNAM and this marked the beginning of a peaceful revolution at the Department of Psychology in this institution. Using the contacts he had made through the Inter-American Society of Psychology with researchers from the University of Texas at Austin, Díaz Guerrero initiated the process of change. A series of visits of Mexican students and professors to the University of Texas Psychology Department and from visiting professors who spent one or two years lecturing at UNAM, brought about the desired reforms. By 1965, 50% of the courses offered at UNAM dealt with the technical and methodological aspects of research. A vast program of transcultural research was launched with the financial support of various foundations (Díaz Guerrero, 1971).

In addition to providing information on transcultural phenomena, this research program served as a training ground for students and as a means for adapting and standardizing a battery of tests (Díaz Guerrero, 1971). Another strong influence at UNAM during this period in a related field was that of Eric Fromm who became involved in the School of Medicine in the training of psychiatrists.

In 1964 only five universities were offering training in psychology in Mexico. At this time a most significant contribution to the advancement of psychology was made by psychologists from the Universidad Veracruzana in Xalapa. The Department of Psychology of this University developed a program of experimental and applied psychology with a behavior-

al orientation. The curriculum of this program departed from the traditional curricula offered in Mexican universities. The Department had a full-time faculty of eleven members and offered courses in statistical methods, experimental design, learning, motivation, symbolic behavior, perception and sensory processes, social psychology, personality, physiological psychology, industrial, and educational psychology (Ribes Iñesta, 1968). Some of the most dedicated psychologists at the Universidad Veracruzana who initiated these developments were Emilio Ribes, Gustavo Fernandez, Carlos Fernandez, Florente Lopez, and Lilia Duran. In 1966 the Universidad Veracruzana initiated an exchange program inviting professors from Canada and the United States to lecture to the students. Among the prominent figures who shared their expertise with Mexican students were Teodoro Ayllon, Sydney Bijou, Harry Harlow, and O. Hobart Mower (Ribes Inesta, 1968).

Another important development was taking place at this time in distant Yucatán. The University of Yucatan at Merida, through its Committee for the Training of Social Sciences, received grants from different institutions to carry out an extensive research program in Social Psychology. This project involved more than 25 universities from the United States, one from Australia, and two from Mexico (Carrillo Vales, Hansen, & Strodtbeck, 1966).

By 1967 the number of universities offering programs in psychology had increased to 10: four in Mexico City and six outside the capital (see Table 1).

Table 1

Universities Offering Programs in Psychology in 1967

University	Location
Anahuac	Mexico City
Autonoma de Mexico	Mexico City
Autonoma de Guadalajara	Guadalajara, Jal.
Autonoma de Querétaro	Queretaro, Qro.
Autonoma de Puebla	Puebla, Pue.
De las Américas	Mexico City
Iberoamericana	Mexico City
Labastida	Monterrey, N. L.
Veracruzana	Xalapa, Ver.
Yucatan	Merida, Yuc.

All of these universities offered a 5-year program whereby the student received a "Licenciatura" in psychology (a degree equivalent to a stage somewhere between the United States' Bachelor of Arts and Master of Arts degrees). The UNAM was the only university which offered a graduate degree at the MA and the PhD level at this time (Ribes Iñesta, 1968).

In 1967 Universidad Iberoamericana began a program in counseling as an adjunct of the Counseling Center; the program had a Rogerian orientation and offered a Licenciatura degree. Students stayed in the program for three years, took courses and seminars on theory, participated in group counseling sessions, and received training and supervision in individual and group counseling (Lichtszajn, 1975).

In 1967 Florente López, of the Training and Special Education Center of the Universidad Veracruzana, also founded the first research program in behavior modification. As a result of this event the University was able to offer a Licenciatura in the specialized area of behavior modification and in 1968 instituted a Master's program in this area (Díaz Camacho, Ribes Iñesta, & Gomar Ruiz, 1974). Some members of the staff were offered positions at UNAM and a new trend was begun at the Department of Psychology of this institution. The young generation of behaviorally oriented psychologists, in addition to their teaching, rendered their services in many schools for the mentally retarded, in penitentiaries, and in homes for the elderly. They gained a position of respect and acceptance due to their professionalism and to the efficacy of their work (Lichtszajn, 1975). At the same time, similar programs were opened at Universidad Autónoma de Nuevo Leon, Universidad de Monterrey, Universidad Autónoma de Puebla, and Universidad de San Luis Potosí (Díaz Camacho, et. al., 1974).

In 1968 Universidad de las Américas began offering a Master's program and Universidad Veracruzana initiated a program whereby staff members wishing to go abroad for advanced degrees were provided with partial financial support (Ribes Iñesta, 1968). Also during this year Universidad Iberoamericana began a program offering a Master's degree in Pastoral Psychology. Since very few priests registered for the program, it was opened to other professionals. The main orientation of the program was Rogerian but it also included other trends such as sensitivity training,

gestalt therapy, and encounter groups. The name of the program was changed to Counseling and Human Development and expanded to offer the PhD degree in 1975 (Lichtzsajn, 1975). The key person in the development of these programs at Universidad Iberoamericana was Juan Lafarga.

In 1974, seven years after the first program on behavior modification was initiated at the Faculty of Sciences at the Universidad Veracruzana, the First Mexican Congress of Behavior Analysis was held in Mexico City. This constituted an event of great significance in the historical development of scientific psychology in Mexico (Díaz Camacho, et.al., 1974).

Recent developments

Training Programs

In Mexico a distinction is not made between Educational and School Psychology. Educational Psychology programs include the professional training pertaining to all education-related activities. As of this writing, there are in Mexico 20 universities offering programs in psychology. Of these, 10 have the specialization of Educational Psychology. There are also 15 teacher training institutions (Normales Superiores), all of which offer Educational Psychology programs and two additional centers of higher learning which offer similar programs (ANUIES, 1976). These are presented in Table 2.

Most of the university programs in Educational Psychology have developed very recently. They all have a basic core curriculum during the first two years of study. In the last two years, there tends to be an emphasis on: theories of learning, Piagetian developmental psychology, Rogerian client-centered methodologies, group dynamics, clinical psychology, psychometrics, and special education.

Requirements for obtaining a Licenciatura at a university are as follows: a) completion of a given number of hours for the major and for the minor areas; b) practicum in the area of specialization for a given number of months; c) a thesis, and d) a final oral examination. The quality of training received in institutions other than the universities is not considered to be up to par.

Table 2

Institutions Offering Programs in Educational Psychology in 1977

Institutions	Location
Universities	
Autónoma de Baja California	Mexicali, B. C.
Autónoma de México	Mexico City
Autónoma Metropolitana	Xochimilco, D. F.
De Monterrey	Monterrey, N. L.
Iberoamericana	Mexico City
De las Américas	Puebla, Pue.
Autónoma de Guerrero	Teloloapan, Gro.
Autónoma de Queretaro	Querétaro, Qro.
Autónoma del Estado de México	Toluca, Edo. de México
Veracruzana	Xalapa, Ver.
Normales Superiores	
Normal Superior del Estado	Saltillo, Coah.
Normal Superior del Estado José E. Medrano	Chihuahua, Chih.
Normal Superior de México	Mexico City
Normal Superior Federación Escuelas Particulares	Mexico City
Normal Superior Oficial	León, Gto.
Normal Superior Nueva Galicia	Guadalajara, Jal.
Normal Superior del Estado de México	Toluca, Edo. de México
Normal Superior del Estado	Tepic, Nayarit
Normal Superior del Estado	Monterrey, N. L.
Normal Superior Labastida	Monterrey, N. L.
Normal Superior del Sureste	Oaxaca, Oax.
Normal Superior Tamaulipas	Cd. Victoria, Tam.
Normal de Especialización	Saltillo, Coah.
Normal de Especialización	Mexico City
Others	
Instituto Universitario de Ciencias de la Educación	Mexico City
Instituto de Estudios Superiores del Estado	Tlaxcala, Tlax.

Legislation

A major problem still faced today by psychologists in Mexico is the lack of control on the qualifications of professionals. The Federal Professions Bureau has not as yet established the standards required for training and adequate legislation for licensing psychologists is nonexis-

tant.

Areas of Applied Psychology

The three main areas of psychology emphasized in Mexican universities today are: experimental analysis of behavior with Emelio Ribes Iñesta of Universidad Metropolitana as the principal leader (Ardila, 1976); Rogerian client-centered counseling with Juan Lafarga of Universidad Iberoamericana as its foremost exponent; and transcultural research with Rogelio Díaz Guerrero of UNAM as the principal investigator. The group of behaviorally oriented psychologists have applied their expertise mostly to special education: teaching to learning disabled, the emotionally disturbed, the mentally retarded, and the gifted. Ribes Iñesta's book Techniques of Behavior Modification: Its Application to Developmental Retardation (1972) has been widely used since its publication. Psychologists with a Rogerian orientation use their knowledge in psychotherapeutic and personal counseling although they also apply it to vocational-occupational guidance.

Much work is still done in psychometrics. Tests are used especially for the screening of students when entering an academic program or as evaluation or diagnostic tools. The psychological tests most widely used in Mexico are the Wechsler, Holtzman, Terman-Merill, Goodenough, and Rorschach (Ardila, 1976). The Kuder, Raven, Bender, and Frostig Test of Visual Perception are also popular among psychologists. Rogerian psychologists also use the Tennessee Self Concept Scale.

Research

In the year of 1974 the Consejo Nacional de Ciencia y Technología (CONACYT), a recently-established government agency, made a study to determine the number of institutions involved in educational research. The results of the study revealed that there are only five institutions dedicated to research as a primary function. These are: Instituto Nacional de Investigación Educativa, Centro de Estudios Pedagogicos de la Facultad de Filosofía y Letras de la UNAM, Departmento de Investigaciones Educativas del Centro de Estudios Avanzados del IPN, Centro de Estudios Educativos, and Centro Internacional de Documentacion. There are 21 institutions highly involved in research activities but with other functions

as well; there are also 39 institutions which dedicate a small portion of their time and budget to educational research. During the year of 1974 there were 211 research projects in process (Vielle, 1974).

Future perspectives

In retrospect, we become aware of the changes that have taken place in Educational Psychology during the last 20 years and conclude that we may realistically face the future with optimism. The Educational Psychologist is beginning to acquire his/her identity and a clearer concept of his/her role. The quality of training programs at the universities has been upgraded and opportunities of going abroad for graduate study have increased. The Consejo Nacional de Ciencia y Technología (CONACYT) and the Asociación Nacional de Universidades e Institutos de Enseñanza Superior (ANUIES) have given impetus to the development of human resources providing financial aid to students interested in pursuing graduate studies in the areas of research and teaching technology. During the last six years CONACYT awarded approximately 9,000 scholarships; more than 50% of these were used to obtain MA and PhD degrees in diverse areas including Educational Psychology (Bravo Ahuja & Carranza, 1976).

The demand for Educational Psychologists is growing and new positions in private and government institutions will probably open as the need for the services of this professional increases. In Mexico the Educational Psychologist is in a key position to accelerate the changes required to keep pace with the times and with the needs of the country.

The use of modern teaching technologies and the application of the principles of learning, motivation, reinforcement, immediate feedback, etc., should bring quick and rewarding results in academic and institutional settings. The services rendered within the schools should foster not only intellectual but also social and emotional development.

It does not seem appropriate at this time to discuss Mexico's political and social problems, but it is important to mention the country's urgent need for civic education. Democracy is not a reality in Mexican politics or government. This is one of the major problems of the country. It is the writer's opinion that the most important factors which hinder democracy are the lack of a common identity; of national pride; and of a

broad base of nationally-oriented, politically aware citizens. Educational programs could be developed to instill in the Mexican people a group consciousness with a high degree of shared values and a strong sense of identity. The school could well become the training ground in citizenship for future generations.

Besides this role in formal education, the School Psychologist may use his/her expertise in designing, planning, developing, and evaluating other types of educational programs. In 1976 the Ministry of Education initiated a program of continuing education through a system of "open teaching" whereby adults may pursue their studies at their own pace within their home. This program encompasses elementary, secondary, and preparatory education. The Ministry has also given special attention to the development of cultural and recreational programs: theater, dance, music, plastic arts, sports, etc. (Bravo Ahuja & Carranza, 1976). These programs offer a fertile ground for the Educational Psychologist who can contribute to their improvement. The Educational Reform initiated in 1971 will require a permanent effort in the accomplishment of new models for teacher training programs, and in the improvement of special-education methodology. The psychologists committed to education can offer many resources to improve the quality of these endeavors.

The future presents a challenge and calls for renewed enthusiasm to tackle the problems of education and to meet its needs. Undoubtedly the School Psychologists can make a significant contribution to education. To do so, they must assume the responsibility of functioning as agents of change in this growing and developing country.

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SCHOOL PSYCHOLOGY IN PANAMA

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There are three major factors which must be considered in any attempt to describe the state of School Psychology as a discipline and as a profession in Panama. These factors, which provide the frame of reference for this paper, pertain to: first, the demographic and social characteristics of the population; second, the process of accelerated social change which the country is undergoing and in which the national educational system plays a very important role; and third, the inescapable fact that Psychology itself is a very young discipline in this country. In this paper an attempt will be made to describe each one of these factors in order to construct the framework within which School Psychology is developing. Particular emphasis will be given to identifying the structural and situational variables which are presently shaping that development. It must be stated at the outset that what we are describing is an ongoing process and not a view of an already defined role of the Psychologist in the schools. As yet there are no finished products--perhaps there never should be; rather there are people working on and shaping that definition.

Demographic and social characteristics of the population

The mean age of the total population of the country (estimated at 1,718,700 as of July, 1976) is 18.2 years. According to the 1970 Census, fully 43% of the population was below 14 years of age. These figures reflect the strong current demand for educational services and the inescapable fact that this demand will continue to increase for the foreseeable future. If the present trend continues, there will be 527,408 children of school age (between 5 and 14 years of age) in the Republic by 1980. Even if only 10% of those children need special services (and this is a conservative estimate given the existing social and economic conditions) that would mean that to 52,740 children scattered throughout the country some form of special attention would need to be provided. The sheer magnitude of the demand will totally outstrip the supply of

existing special services resources and personnel.

There are other demographic characteristics, besides the total numbers of people, which have an impact on the provision of School Psychological services. Probably the one that poses the greatest obstacles is the uneven distribution of the population. The combined effects of a high rate of urban migration and the existence of, as yet undeveloped, frontier lands have contributed to polarize the population into pockets of high density in the Metropolitan Panama City area and leave other urban locations with vast expanses of low density in the more remote rural areas. This uneven distribution of the population, particularly its wide dispersion in rural areas, causes problems in the delivery of special services to the schools. It is economically unfeasible to provide all one- or two-room rural schools with high level personnel and equipment. Ironically, however, it is precisely amongst the rural poor where the greatest help is needed.

Some pertinent social indicators

The total illiteracy rate, according to the 1970 Census, stood at 6.1% of the total population for urban areas and 30.9% for rural areas. There were no overall significant differences in the rate of literacy between the sexes except that in the rural areas there was a tendency for younger women to have a somewhat lower illiteracy rate than men of the same age. This tendency probably reflects two phenomena: the urban migration of rural women to work as domestic servants in the cities, and the higher premium that agricultural activities put on male work.

Fully 31% of the children in urban areas are born into broken homes while in the rural areas this figure is only 21% (Contraloría General de la Republica, 1970b).

In the urban areas 98.1% of births are given professional medical attention (doctor or qualified midwife) while only 49.5% receive that attention in the rural areas. Considering those figures it is not surprising to observe that the death rate for infants (below one year of age) is 26.3 per 1,000 live births in urban areas and 34 per 1,000 births in rural areas (Contraloría General de la Republica, 1976).

Social change and the educational system

Since 1968, with the advent of a new regime, the social and political fabric of the nation has suffered a series of changes. Most of these changes have been brought about as a part of a program of deliberate change by the government. This is particularly true in the field of education which the government sees as an instrument for guided, social change. Thus, in order to understand the role of the School Psychologist, one must have a wide and clear vision of the educational system. In this section of our paper we intend to give a brief, general description of the system emphasizing how the School Psychologist fits into it.

The goals of the Educational Reform which are being implemented are to be found within the more encompassing global goals and objectives of both national development and independence of the government. The Educational System is considered a fundamental factor in the construction of a democratic and independent country. The plan is to achieve this goal by creating a sense of "nationhood" among students and by promoting their active participation in the struggle for economic and social development. In fact, economic and social concerns are given primary importance as educational objectives while the more traditional goals of cultural and scientific enrichment and self-actualization, although still important, are relegated to a secondary status.

To achieve the proposed goals and as an attempt to solve some of the problems depicted in the previous section, a series of reforms is being implemented in two major educational areas: in structural-administration and in curriculum. The overall aim is to gradually but definitely transform the educational system to make it more responsive to the needs of the nation.

Structural-administrative changes

The educational system is divided into two major levels or stages. The first nine grades constitute the first stage of Basic General Education, which is free and mandatory for all Panamanians between the ages of 6 and 15. Grades 10, 11, and 12 constitute a middle stage of technical or professional education. This middle stage can be transitional to higher education or can represent the end of the process, depending on the

vocational choice of the student. This two-tiered system has replaced a system in which the first six grades were considered as primary school and the second six as secondary school. Besides the structural change there is a parallel change in the curriculum. The idea is to make the nine grades of Basic General Education a first stage which would allow the student to directly enter the job market, to begin studying a trade or technical skill, or to continue studying in preparation for the university. The change also takes a lot of the burden off the intermediate grades (10, 11, and 12) since many students decide to either enter the job market at this juncture or to attend a trade school.

Another structural change which has been introduced is the creation of two different types of schools for Basic General Education: the Educational Development Nucleus or "Production School" and the Center for Basic General Education. The creation of these two different types of schools is an attempt to cope with the great disparity between rural and urban conditions in the country.

The first type of school--the Production School--has as its main objective to act as a magnetic pole to aid the marginal rural groups which make up 48% of the total population. This means that attempts are being made to centralize educational services for 9,299 areas, each of which is populated by less than 5,000 inhabitants. This scheme is a direct attempt to deal with the major population problem in the rural sector: low density and wide dispersion. In an ironic twist it signals a reversion to the old idea that the school should serve as the center of the community around which economic and social life gravitates. Unquestionably the school becomes a political instrument which aids in the integration of hitherto marginal citizens into the mainstream of the newly-developing national life. It must be added, however, that efforts to concentrate the rural population around "developmental poles" are not limited to the educational system. Efforts are also being made to create an infrastructure which will permit sustained economic development within each of these regions. Thus, inputs into the health, social services, and economic sectors of each geographic area are also being made.

In 1973 the reform process of changing traditional elementary schools into Production Schools was initiated. The emphasis that is given to the

schools varies from agricultural to agro-industrial, depending on the predominant economic conditions found in that region. By 1975 there were 67 Production Schools functioning; it is hoped that by 1977 there will be a total of 210 such schools covering most of the rural areas of the nation.

The schools of the second type--Centers for Basic General Education--are located within the fourteen areas in the country with a high population density. No specific objectives, aside from the traditional ones, have been delineated for these schools but it is expected that they will once again function as an integral part of the community. In fact, the relationship between school and community is emphasized in the total, new educational system being implanted.

A third structural change of the educational system which contributes to shaping the role of the School Psychologist is the creation of the Office of Educational and Professional Guidance within the Ministry of Education. The establishment of this office is mandated by the new Constitution. In spite of its name the office is not concerned exclusively with vocational counseling. Its functions are more closely related to those of the Office of Special Services found in many school systems. It must be pointed out, however, that the underlying philosophical tenets are quite different. It can be stated briefly that the Office is entrusted with the task of facilitating the integration of every citizen into society. This is done not only by maintaining them in the educational system but also by guiding them throughout their life in all of the required vocational and career choices. These functions stem from a belief that the educational system is the mechanism through which people first learn to become citizens. Education, then, is primarily seen as a mechanism for serving a national purpose and, secondarily for serving the needs and aspirations of the individual.

An important function of the Office is research, as follows:

> Guidance is a permanent scientific research activity of the elements which influence the teaching-learning process: pupil, teacher, social environment, teaching environment; in other words, the participants and circumstances under which this educational process takes place; a process which is intimately related to the community as a function of production, work, health, housing, and other elements (Ministerio de Educacion, 1975).

Although in theory, research is an important endeavor, in practice

the Office of Educational and Professional Guidance does not have either the resources or the personnel to conduct a sustained research program. In fact, the main activity presently is the delivery of Special Services. Since 1974 the Office has been working in the development of a viable system for the delivery of services to the schools. This effort has been influenced primarily by the theoretical orientations of the senior level personnel at the Office but is also affected by the constraints imposed by the lack of qualified personnel and facilities which are characteristic of educational systems in developing nations.

Prompted mostly by the personal efforts of a United States consultant who was funded through the Agency for International Development, the Office has developed a primarily behavioral orientation to its services. In fact, strenuous efforts have been made to eliminate the use of psychological testing in the schools. The reasons given are based on the experience of the United States:

1. The results of research on testing minority groups has shown that most psychological tests have been standardized on highly specific populations, making the generalization of scores to these special groups questionable;
2. The use of tests aggravates discrimination through the processes of labeling and isolation of the less capable;
3. In real life, people function within heterogeneous groups and the use of tests tends to create artificially homogeneous groupings in schools.

The personnel constraints which the Office faces are best exemplified by the following statistics. Presently there are 12 Psychologists working for the Ministry of Education. Of these, 10 work in the main office in Panama City and two work in the rural areas. Budgetary considerations have limited the number of psychologists that can be hired. This is true for other kinds of special services personnel also, such as School Nurses and Social Workers.

Guidance Centers

In order to institute an efficient system for the delivery of special services, the Office of Educational and Professional Guidance has been

developing Guidance Centers. These Centers offer services to a number of schools, usually seven or eight, with a total enrollment of approximately 7,000 students. The approach to the delivery of services is interdisciplinary, an emphasis which is evident in the composition of the staff: Psychologists, Guidance Counselors, Social Workers, Reading and Writing Specialists, Nurses, and Teachers.

This multidisciplinary group of professionals is responsible for programming the delivery of services according to the specific needs and characteristics of the communities in which the schools are located. During 1975 (the second year of their functioning) the Centers concentrated their services around four objectives: (1) the prevention and remediation of scholastic deficiencies, (2) vocational guidance, (3) on-the-job training for teachers, and (4) parent counseling. The emphasis on parent counseling and teacher training stems from an important tenet or theoretical orientation of the educational reform being implemented. According to this tenet, teachers are change agents or mediators between the psychologist and the pupil, a role which is designed to increase the teacher's involvement in the identification of the problem and in a concern for its eventual solution. Of course, the School Psychologist continually monitors and supervises teacher interventions. Although in theory this approach appears to be very desirable, in practice teachers complain about the added burden represented by giving special attention to an individual pupil.

The functions of School Psychologists at the Centers have been tentatively delineated as:

1. Diagnosing and remediating educational problems, keeping in mind the overall social, economic, and cultural background of the pupils. (This means that the School Psychologist must be sensitive, for example, to the effects of such things as malnourishment on cognitive development. The remediation of a reading difficulty, thus, may explicitly carry a recommendation for the Social Worker to implement a nutritional program at the child's home, and for the nurse to work with the child's parents.)
2. Curriculum design and evaluation
3. Programming and implementation of new teaching methods

4. On-the-job teacher training
5. Parent Counseling and training

An important guiding principle for School Psychologists to follow in the delivery of services is to find other ways of helping pupils than those requiring individual work with them. The justification given is that group methods are more efficient in terms of cost-benefit since they allow for the maximum utilization of scarce, highly-qualified personnel.

Besides the scarcity of qualified personnel, the Centers face a related problem in that old personnel, particularly Guidance Counselors, who worked for the Ministry of Education prior to the institution of the new reform program, are somewhat reluctant to adopt the new methods. For example, it used to be that special services, primarily vocational counseling, were offered only at the junior high and high school levels. Under the new guidelines, one of the primary preventive interventions available at the Centers is the introduction of special services into the primary grades. However, since the personnel formerly only worked with junior high and high school students they are not skilled in the new techniques needed to work with children in the lower grades. A heavy emphasis has been given to on-the-job training but somewhat apathetic and negative attitudes tend to diminish the results.

Thus far our discussion has centered around the delivery of special services, particularly School Psychological services, to public schools (as opposed to private schools). We believe it is justifiable to pay more attention to the public system for two reasons. First, the public educational system services 90% of the school-age population in Panama; the private sector, including both religious and secular schools, serves the remaining 10%. Second, Psychologists working in private schools have shown a tendency to use foreign models with some attempt to adapt them to the individual Panamanian, but with very little enthusiasm to relate them to the larger problems that face the country as a developing nation.

Psychology and School Psychology--A brief historical perspective

In attempting to understand the nature and present state of School Psychology in Panama one must not lose track of the fact that Psychology itself is a very young discipline in this country. Although there have

been psychologists in practice (mostly private clinical practice) in Panama for nearly three decades, it was not until 1965 that the University of Panama created a Department of Psychology and started offering "Licenciaturas" in Psychology. A Licenciatura is a degree which takes approximately five years to obtain and which, in terms of credit hours, is more than a BA but less than an MA. The early emphasis was, and continues to be, on Clinical Psychology. Historically psychologists first emerged as adjutants to Psychiatrists with essentially psychometric functions.

Although the field has become more diversified in recent years, the public image of the Psychologist continues to be that of a Clinician--some kind of a lesser Psychiatrist. This publicly-held stereotype has had very negative effects particularly with regard to the refusal of parents, children, and even teachers to consult with School Psychologists for fear of the stigma involved. In fact it is the considered opinion of many professionals in the field that one of the major tasks to be undertaken is that of developing an adequate and accurate public image and concurrently of selling the services of psychologists to both the general public and to the government officials.

A direct confirmation of the almost nonexistence of an adequate public image for School Psychologists is given by the results of an informal survey conducted by the Ministry of Education among 774 high school students. The results revealed that those students did not value, nor did they use when it was available, the services of the School Psychologist in their schools (Ministerio de Educacion, 1975). Although this may have been caused by the philosophy of de-emphasizing direct services to individual students, it probably more accurately reflects the lack of awareness of the potential value of such services.

Another negative effect of the clinical model has been an overemphasis on testing as the sole function of the Psychologist, not only within the school but in almost all other settings. This image has been perpetuated by the archaic requirements of the program at the Psychology Department of the University of Panama. For example, all students are required to take two years of projective techniques and it was not until fairly recently that courses in statistics were even included in the curriculum.

A third negative effect of the stereotype of the clinical model is that psychologists who are working as School Psychologists have had very little training either in General or Special Education. The relationship between Psychology and Education, exemplified by such disciplines as Educational Psychology or School Psychology in more developed nations, is practically nonexistent in Panama. At the University of Panama psychologists are trained in a very rigid program which only includes psychology courses. Since the program ends with the Licenciatura and there are no graduate studies as of yet, there is very little opportunity for students to specialize in any of the subfields of Psychology.

The recent effort by the Ministry of Education to develop School Psychological Services which are more responsive to the needs of the nation are indicative of an increasing awareness of the usefulness of the social sciences in general and of Psychology in particular. To the extent that the public recognizes the need for psychological services and to the extent that the government supports its development, Psychology in general and School Psychology in particular both have a promising future in Panama.

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PSYCHOLOGY IN PUERTO RICO

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From Puerto Rico

The world is not seen as becoming bigger as a result of our moving about in it; on the contrary, the world appears to be becoming smaller as we travel in it.

When, as children, we think of a distance of three or four blocks from our home, how far it seems. As we leave our neighborhood to explore our city, three blocks have already become a short walk, for the city is quite big. As we travel through our countryside and capital city, how immense it all appears. The mysterious city that appeared so distant in our childhood slowly becomes our neighborhood and our city no longer seems that big.

As we liberate ourselves from familiar confines and become free to travel about our countryside and cities, it makes our island begin to seem smaller. Smaller, not for its size, but for the feeling we have about the part it plays in our universe. This is my world, the rest is fantasy--something which exists, but far from me, regardless of how great our knowledge is of these other worlds.

One day we stop contemplating the remoteness of the sea, we close the pages of the world atlas, and we decide to plow through space to alight in the lands of North and South America. Once there, our fantasies evaporate and now America becomes part of our real world.

My world is in me and I move in it. This world which I have succeeded in encompassing with an existential reality, a living reality for me, makes all America smaller. America, small, not in size but in unity, its unity now exists within me. America, yes, but there is something more than America: Europe. Europe, lands of legends, histories of illustrious men, architectural masterpieces, lands of glorious and horrendous epics, cradle of grand civilizations. To think of these lands on the other side of the world is to dream. How distant they are, how big, much bigger than my world.

One day we decided to stop dreaming and board an aeroplane which

brought us to these lands. On awakening, we found ourselves treading European soil; our world is a reality. Although we were not able to cover all the countries that form Europe, by now we felt that it had become smaller, not smaller in quality or size, but smaller in the distance which separated us from what were previously different worlds. Since on knowing its lands, its peoples, and its histories, I find that step by step my house, my street, my neighborhood, my city, my island, my America, and my Europe live in me, becoming my world.

Everything has become more narrow so that I carry it with me and feel close to all, without barriers of prejudice or hate. In all countries I have found my sun, my moon, and my stars; colors and beautiful landscapes which adorn the lands; valiant men who fought for them; mothers who adore and pray for their sons; youths and children who sing, smile, shout, and pray; loves, joys, and happiness, sometimes complete, sometimes obscured by clouds. In all lands, people and things are the same.

We do not journey to see the longer path, but rather to understand each other better, and in understanding each other better, to unite, and on uniting, to base ourselves on common ground.

Puerto Rico

In our travels not only have we found a common ground, but also a common professional experience. I thought that Puerto Rico represented a unique situation in relation to psychology, especially School Psychology. Sharing ideas and notions with psychologists in the United States and listening and talking to European psychologists, has led me to the conclusion that our situations are not that different from those of Europe and America, despite our limited number of School Psychologists and our limited economic resources.

I will go on to describe the situation of School Psychology in Puerto Rico in further detail. But first, since for many of you Puerto Rico is a distant place, permit me to bring it closer by means of some geographic data about the island.

Puerto Rico is the third largest of the Caribbean Islands and lies South and East of the main part of North America. It was discovered in 1493 by Christopher Columbus. In 1508, a group of Spanish Conquistadores

started the colonization and founded San Juan, the second largest city in the New World. In 1897, a Charter of Autonomy was granted by Spain. As a result of the Spanish American War, Puerto Rico was ceded to the United States of America in 1898. The Jones Act of 1917 made the people of Puerto Rico citizens of the United States.

In 1952, Puerto Rico became a Commonwealth, voluntarily associated with the United States by means of a compact approved by the voters of Puerto Rico. The islanders wrote their own constitution and today are a self-governing Commonwealth of the United States. Today the population is made up of over three million people.

Psychology in Puerto Rico

Since pure School Psychology has still not been fully developed on the island, we will speak a bit about the broader history of psychology in Puerto Rico before going on to speak about its application in the school situation.

At the moment, Puerto Rico has two graduate schools of psychology. The first was started at the University of Puerto Rico in 1965. Both of them are relatively new, if we use as indices the start of schools of psychology in the United States and the rest of the world. In order to appreciate the present situation (which is at least partially due to the absence of schools of psychology in Puerto Rico) we may refer to an article written by Albizu-Miranda and Matlin (1966a), summarized below.

The average Puerto Rican psychologist usually begins his/her training by majoring in Psychology at the undergraduate level. Almost invariably, the textbooks are in English. Lately, the number of texts in Spanish have increased, but the majority are translations. Frequently, our professors are North Americans who use English as the language of instruction. Although professional local psychologists with an outstanding capacity and ability to teach are currently available, foreign lecturers are still used. Even in those institutions specifically created for training Puerto Rican psychologists within the context of our culture, we find foreign psychologists, recent arrivals to Puerto Rico, acting as directors and supervisors. It is evident that these foreign psychologists, however competent they may be in psychological techniques, are not

sufficiently familiar with the idiosyncracies of Puerto Rican people to apply special techniques adapted to our people. When a supervisor discusses a case with a supervisee, he/she bases his/her counseling on American subjects, the population known to him/her. The result becomes the same as though the training were given outside Puerto Rico. Lamentably, people fall into the same errors they decry.

There is no opposition to lectures by figures known as specialists in some subject; on the contrary, we desire such lectures, and even more, we travel to hear them outside of our country. What we criticize is making such professionals responsible for diagnosis, treatment, and follow-up for local populations, whether directly or as supervisors. Neither is there any objection to psychologists assuming such roles when they have demonstrated their apacity by their length of residence in Puerto Rico and their understanding of our national personality.

To continue with the theme of the training of psychologists outside Puerto Rico and the repercussions in his/her applying this knowledge in the country, the article pointed out that after completing work at the undergraduate level in Psychology, the student frequently continues to study outside of the country, especially in the United States. There, in addition to a language which he or she originally could not command, the student is confronted with a variety of American and European techniques.

The psychologist goes for postgraduate training to the United States Professors there are hardly about to pay attention to him or her or to the problems he has temporarily left in Puerto Rico, nor is the student apt to draw attention to him/herself by challenging the theories being taught. The result is a one-way flow of information from professor to student. Far from home, the budding psychologist is more concerned with absorbing knowledge than in considering whether this knowledge will be useful after returning home. While consideration of cultural differences occasionally enters in as a sub theme it is not one of the major questions of the psychological discipline. Real differences in culture are dismissed after a cursory examination of a few of the better-known primitive tribes. The bulk of what passes for the study of cultural differences is an examination of the varying responses of different socio-eco-

nomic levels within the American economy.

This is not intended as a criticism of the American schools. Their purpose is to prepare psychologists to serve the population in the United States. Their doors are open to people from other countries who may be interested in studying under their auspices. What is being pointed out is that such a study is not an adequate basis for working with Puerto Rican populations. In order to be properly trained for a given culture, students should have supervised experience in the country where they are going to work.

The use of tests

The majority of psychological tests, until recently, have been available only in English. The Binet and the Weschlser Adult Scale (WAIS) have been translated now in Spanish; the Wechlser Intelligence Scale for Children (WISC) has been adapted. Because of the passage of time and changes which have taken place, new standardizations are urgently needed. Situations which are part of daily experiences in the lives of those in the United States and which become questions in these tests, are only secondhand stories for the Puerto Rican. Many of the items measure school achievement more than intellectual capacity for this population. As illustration, we may cite two examples. Puerto Ricans who have not had a chance to leave the island know that something called "snow" exists and that it is white, but they only know this by hearsay. The situation is different for those who have had the opportunity or experience of actually seeing snow or playing with it. Our island is famous for having a tropical climate free from the extremes of cold and heat. The year passes with little change of temperature. Conversations about the weather are not frequent; one does not live by the thermometer or the radio to decide what to wear or what precautions to take regarding a change in temperature. Since our children do not directly experience the seasons of the year, this knowledge must be learned. A second example is that in Puerto Rico there are no trains; to ask about them is not to ask about real experiences in assessing the ability of our students. Would it not be better to ask about cars?

Nor do other instruments seem to measure different functions as ex-

pected. On the Purdue Pegboard, for example, an average Puerto Rican will earn a score which would put him on the 80th percentile according to U. S. norms. But the psychologist cannot necessarily consider this the same way as it would be in the United States.

Similarly, projective tests produce peculiar results. Whether the psychologist uses the Rorschach, the Thematic Apperception Test, or the Sentence Completion, the average islander presents a picture which, if seen in an American subject, would entitle the psychologist to consider the individual pathologically depressed.

The Psychologist as therapist

Psychologists who have been trained in the United States have been taught to delay judgment until the patient has exposed all the intimate aspects of his/her life. Since most Puerto Ricans loathe to reveal intimacies, it is virtually impossible for a psychologist to reach a point where they feel comfortable to make interpretations.

In this country, patients expect the psychologist to take a personal interest in them and their behavior. Impersonality, in fact, is an American norm. When the Puerto Rican psychologist insists on doing therapy by United States standards (if the patient does not terminate therapy), the process cures him/her of the "disease" of being Puerto Rican. As such, the psychologist is functioning not as a therapist, but essentially as an agent of acculturation.

Our first psychologists studied outside Puerto Rico and, for the most part, are effective psychologists, but there is no need to deny the difficulties they faced when they first returned to the island. They eventually had to make their own professional adjustments to the population they served.

The school population

The total school population in Puerto Rico is slightly less than 900,000 including young people and adults in private and public schools. A law exists making it mandatory for children to attend school from the ages of 8 to 14. Table 1 provides the enrollment statistics for both public and private schools for the first of the 1974-75 school year (the last year for which statistics were available when this was written).

Table 1

Enrollment in Puerto Rican Schools (End of First Month), 1974-75

Public Day Schools		704,106
Senior High School	111,412	
Junior High School	170,873	
Special Groups	549	
Elementary School	416,607	
Special Groups	4,665	
Kindergarten	19,422	
Private Day Schools and Special Public Schools Not Administered by the Department of Education		95,720
Accredited Schools		87,648
Grades 10-12	13,944	
Grades 7-9	20,216	
Special Groups	38	
Grades 1-6	52,857	
Special Groups	593	
Preschool	7,630	
Nonaccredited Schools		5,323
Grades 10-12	6	
Grades 7-9	359	
Grades 1-6	4,958	
Preschool	1,451	
Others	2,749	
Public Schools for Adults		52,356
Elementary Education (Grades 1-8)	21,418	
Secondary Education (Grades 9-12)	21,762	
English Program	3,591	
Education and Work Centers	5,585	
Vocational Courses for Adults and Youth		170,189
Day Program		138,823
Vocational and Industrial Education	14,787	
Cooperative Industrial Education	292	
Health Related Occupations Education	1,736	
Technical Education	1,412	

Table 1 (cont.)

Agricultural Education	2,755	
Industrial Arts	42,592	
Home Economics--Gainful Employment	2,452	
Family Living and Consumer Education	50,634	
Business and Office Education	18,821	
Distribution and Marketing Education	3,342	
Adult Program		31,366
Vocational Industrial Education	20,031	
Manpower Development Training	1,511	
Work Incentives	290	
Technical Education	466	
Agricultural Education	6,904	
Home Economics--Gainful Employment	4,237	
Family Living and Consumer Education	35,354	
Business and Office Education	9,161	
Distribution and Marketing Education	5,695	
Health Related Occupations Education	500	
GRAND TOTAL		883,548

Note: Table 1 is adapted from Statistical Report: First School Month, 1974-75 by Department of Public Instruction, Department of Education, Hato Rey, Puerto Rico, 1976, 2-7. Subtotals do not agree with totals because some participants are included more than once.

Table 2

Levels in School with Corresponding Average Ages

School Level	Average Age
Preschool	5 or less
Kindergarten	5 to 6
Elementary (Grades 1-6)	6 to 12
Junior High (Grades 7-9)	12 to 15
Senior High (Grades 10-12)	16 to 18
Vocational Schools	16 to 21
College	17 and over
University (Postgraduate)	

Whereas education is a public function, a large number of private schools and universities exist which are sponsored by religious organizations and where the parents pay tuition in order for their children to attend.

Table 2 shows the age/grade level relationships in our school system. Preschool and kindergarten attendance is not compulsory. Nursery schools are not included in the regular education-system curriculum but are quite common in the largest cities in the island and are, once again, usually provided for by private agencies. Whereas kindergartens are included in the regular school system, there are also a large number of private schools providing educational programs at this level.

School Psychology

In 1973, Dr. Carlos Varona and the author carried out a careful study of School Psychology which went about the arduous task of investigating the different programs of the Department of Public Instruction in which psychologists were employed.

One of our findings was that the Department of Instruction does not have an organized psychological service within its structure. Two psychologists are hired by this Department and the Special Education program also occasionally contracts for the services of psychologists to administer intelligence tests. In actuality, the work of the School Psychologists often primarily consists of this kind of testing. As has been previously mentioned, these tests are often not only inadequate but can also be very harmful. A great number of the psychological reports coming out of such testing end up in the hands of persons who do not have sufficient preparation to properly interpret them or to implement effective programs to correct the observed deficiencies. The school population runs the risk of being discriminated against and inadequately treated if this practice of labeling students on the basis of purely psychometric criteria based on ineffective instruments is allowed to continue.

The psychologists who work with the Department of Public Instruction should be trained not only to administer tests but also to evaluate behavior in terms of the individual's capacity to deal with the environment in which that behavior has developed. They should act as catalytic agents to deal with these situations which affect good school adjustment. They should serve as consultants to teachers, parents, counselors, and to

all professionals and other people who come into contact with and have an influence on the welfare of the student. They should be available to the student when he or she requests such services.

One of the situations which frequently promotes the inadequate usage of psychological principles is the absence of psychologically trained directors for these programs. Professionals from other fields follow the disciplines of their own field, although they often claim to carry out the psychological tasks appropriately.

Recently, the author visited the Department of Instruction and found that a new, more systematized program has been initiated for children with disabilities within the Special Education program. The personnel in charge of the program appeared optimistic that it will continue to improve and that the day will come when adequate psychological services will be offered to a large proportion of the school population. At present these services are limited to the capital city of San Juan; we hope that they will soon be extended into the other parts of the island. Other services are either Federally funded or provided for by the local government.

In Puerto Rico School Psychology is just beginning. Much has yet to be done; one must continue to improve one's professional skills and be prepared to have the courage to defend the school population. In this regard we are primarily referring to the prevention of certain practices in the use of psychological techniques which, when erroneously utilized, cause our children more harm than good. As an example, we can cite the current practices of labeling students. The author has had the experience of having to make a choice between obtaining a work contract, on the one hand, and being required to use these harmful methods, on the other. It is obvious that the correct decision is to protect the student, while at the same time attempting to orient the person who, perhaps with the best of intentions, makes such demands.

It is important to mention that the school personnel, as well as the parents, professionals, and students, have a need to learn more about these and other psychological techniques. As we have observed them, we have been pleased to note their desire to expand their knowledge and to acquire additional knowledge in order to work with the student population

in a more effective manner.

At present there are some Federally funded programs in which the psychological services offered to the children and their families are of very high quality. One of these programs is Head Start which renders a meritorious service to preschool children from the lower socio-economic groups in the island. This service not only takes into account the psychological aspects of a child's development, but also such other factors as health, education, and social development. Some of the programs working with the problems of crime and drug addiction are also currently beginning to offer some psychological services directed toward the improvement of services to island residents.

Services to crippled children have improved but there is still much to be done for them as there is for children with learning difficulties and with emotional problems.

Achievements of Psychology

Fortunately there is a group of psychologists who have dedicated themselves to the arduous tasks of facing the situation of psychology in this country by means of contributing to a "Puerto Rican Psychology for Puerto Ricans."

We recognize, among others, the work in 1965 of Pablo Roca at the University of Puerto Rico in the translation and re standardization of the Binet, the WISC, and WAIS scales. In 1966 two leading psychologists, Dr. Carlos Albizu-Miranda and Dr. Norman Matlin, opened the Instituto Sicológico de Puerto Rico, which later was known at the Caribbean Center for Advanced Studies, and started to train a generation of island Psychologists. One of the objectives of this program, which established the second Graduate School of Psychology on the island, was the implementation of a community clinic staffed by Clinical Psychologists. It is the only private institution of its kind to offer mental health services in Puerto Rico. This clinic daily receives students referred by school personnel or by parents seeking school counseling. The services that are offered are of high quality and the cost is adjusted to the income of the client with and average charge of only $3.50 per hour.

In December of 1973 this same Center initiated a Crisis Intervention Help Line. This is a telephone service which is now available to anyone

undergoing a crisis situation and is free of charge. Serious emergencies are referred as soon as possible for immediate attention to the community mental health clinic or to other similar agencies. Many teachers use this line seeking help for crisis situations which arise in their classrooms. The author is at present in the planning stages of bringing a similar service to the Southern part of the island.

Therapy

Until fairly recently the only forms of counseling in Puerto Rico were those developed and practiced in the United States. In the late 1960's a number of active members of the helping professions began to raise serious questions about the usefulness of the then current models of therapy. Counseling practices were challenged with regard to the solidarity of their theoretical foundations, their usefulness in their countries of origin, and especially with regard to their applicability to the island population. While most of the objections which were raised only led to critical talk, the faculty and students of the Instituto Psicológico de Puerto Rico managed to use their criticism as a springboard for the development of a new psychotherapeutic strategy: Terapia de Meta (Goal Therapy). At this time Goal Therapy is the only indigenous therapeutic mode in widespread use in Puerto Rico. It follows a commitment to the ethics of respecting the desires of other people. It assumes the capacity of the person to make his or her own free decision. It holds people responsible for their own acts, assumes their capacity to determine appropriate ends, and encourages them to use reasoning in the selection of the means to achieve these ends. Terapia de Meta distinguishes between a person's problem and his or her situation. It organizes counseling to help the client solve particular problems. It does not attempt to deal with the total person but only those aspects of the personality which the client considers directly connected with the problems under discussion. This approach permits counselor and client to move in directly on the problem with consequent savings in professional time.

Goal Therapy has been used to deal with a wide range of psychological problems. Although counselors using this approach de-emphasize the need to classify a client, it is clear that the counseling strategy has been effectively used with clients who would traditionally have been labeled as

neurotic, psychotic, addicted, alcoholic, or sociopathic. Goal Therapy has given especially good results even with young clients (Matlin, 1976).

Tests

In the area of test utilization and revision, the majority of psychologists show interest in the revision of existing tests and the standardization of these for Puerto Ricans although at this time we do not know of any work that is actually in progress.

Dr. Richard Woodcock, a psychologist from Minnesota, who has constructed and standardized a variety of tests, will be traveling to Puerto Rico in 1977 in order to adapt and standardize his most recent test (the Woodcock-Johnson Psycho-Educational Battery). Among his other tests are the Colorado Braille Skills Battery, the Woodcock Reading Mastery Tests, and the G-F-W Battery of Auditory Skills. One of the features of the Psycho-Educational Battery is that it yields comparisons between certain patterns of cognitive ability and several areas of school achievement. Pending empirical validation in Puerto Rico, these comparisons may be useful in determining the presence of a "learning disability" pattern in contrast to other types of school learning problems.

We hope that the student population of Puerto Rico will benefit from this project. To be able to rely on a test adjusted and standardized in Puerto Rico and adapted to its population's needs will constitute a valuable resource for School Psychologists.

This project arose out of a traveling seminar and an interchange of ideas about the situations in the respective countries of the participating psychologists organized by the International School Psychology Committee.

All of the aforementioned is the beginning of an awakening consciousness of our situation on the island with particular reference to School Psychology. It reflects an active search for rapid and effective solutions.

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